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ABSTRACT

This guide provides information on how to plan, implement, and evaluate staff development programs for adult basic education teachers, administrators, volunteers, and aides. It is divided into sections that deal with various components of a staff developmental program: (1) background information; (2) planning; (3) implementation; (4) evaluation; and (5) resources. It is organized in such a way as to serve as a resource when completing the Application for Staff Development Funds from the Ohio Department of Education. Background information includes state certification and inservice training requirements, factors affecting staff development training, and guidelines for effective staff development. The planning section covers collaborative planning (working with an advisory committee), needs assessment, matching plans to needs, and stages of teacher development. The implementation section addresses delivery, training development formats, characteristics of a competent staff developer, and content of inservice staff development. The evaluation section contains materials on planning; models; design; evaluating participant expectation, methods and techniques, and outcomes; and evaluation methods. Appendixes to each section contain forms and samples. The resources section provides material on the ERIC system, 28 references, literacy volunteer contact information, and a list of state network resource people. (YLB)

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Adult Basic Education Staff Development Guide

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Acknowledgements

This Guide has been written to provide information on how to plan and implement Staff Development Programs for Adult Basic Education. It describes some of the program practices and resources that are effective in ABE staff development. The information included should be useful to ABE Staff Development Directors in developing or enhancing their programs.

The staff at the Ohio Department of Education, through the leadership of Assistant Director, Jim Bowling and Consultant, Connie Ackerman, have contributed much in this effort. Colleagues at The Ohio State University, David L. Boggs, Professor of Adult Education and also Leslie Enoch, Graduate Assistant, contributed to the development of this manual. An advisory committee gave valuable assistance by critiquing the staff development models developed for this project. Connie Ackerman, Ohio Department of Education, advised us throughout this process. Dr. Judith Crocker, Cleveland Public Schools, has contributed her knowledge of the research and programmatic literature, and Pamela Krenzke, Columbus Public Schools, also offered her expertise gained from her staff development experiences. Also appreciated is Mary Beth Gaietto for her desktop publishing skills.

The trainers developed this Staff Development Guide with recommendations from the advisory committee and the twenty-nine Adult Basic Education Staff Development Directors attending the three-day inservice sessions organized for this purpose.

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How to Use This Guide

This Guide has been written to provide information on how to plan, implement and evaluate Staff Development Programs for Adult Basic Education teachers, administrators, volunteers and aides. It describes some of the program practices and resources that are effective in developing staff development programs.

This Guide is divided into sections which deal with various components of a staff development program including: background information; planning; implementation; evaluation; and resources. It is organized in such a way as to serve as a resource when completing the Application for Staff Development Funds from the Ohio Department of Education.

Other pertinent information can (and should) be added to this manual in a three-ring notebook format, including specific forms needed for planning, implementing and evaluating a staff development program for Adult Basic Education. The Guide should be continuously updated with new information sent by the Ohio Department of Education such as the Application Forms for Staff Development. Other sources such as the Ohio Association of Adult and Continuing Education Conference will serve as contributors of useful information in this area.

Ideas gathered from the Adult Basic Education Staff Development Directors can also be inserted in each of the sections of this Guide. These examples of program practices will serve as a rich resource for program improvement by all who take advantage of these contributions.

Table of Contents

Background Information

Program Staff and Activties — 1
State Certification Requirements — 2
Inservice Training Requirements — 3
Factors Affecting Staff Development Training — 4
Data Sources — 6
Program Types: The Context for Staff Development in Ohio Adult Education Programs — 7
Staff Development Defined — 9
Staff Development Functions — 10
Effective Staff Development: Lessons from K-12 — 11
Exemplary Programs — 14

Appendices

Planning

Program Planning — 1
Adult Basic Education Staff Development Application — 3
Collaborative Planning: Working with an Advisory Committee — 4
Needs Assessment — 5
A Five-Step Assessment Plan — 7
Steps in Planning A Staff Development Program — 11
Matching Plans to Needs — 14
Stages of Teacher Development — 15

Appendices

Implementation

Staff Development Delivery — 1
Training Development Formats — 2
Characteristics of Competent Staff Developer — 6
Principles and Techniques — 7
Components of Effective Inservice Training — 9
Content of Staff Development Inservice — 10
Continuing Education Units — 11

Appendices

Evaluation

Rationale and Purpose for Evaluation — — — — — — — — — — — — — 1
Planning an Evaluation — 3
Evaluations Models: Principles and Techniques — — — — — — — — — 4
Designing Staff Development Evaluation — — — — — — — — — — — — 5
Evaluating Participant Expectation — — — — — — — — — — — — — — 5
Evaluating Methods and Techniques — — — — — — — — — — — — — — 6
Evaluating Outcomes — 7
Description of Evaluation Methods — — — — — — — — — — — — — — 10
Context-Input-Process-Product Evaluation Model — — — — — — — — — 12
Appendices

Resources

The Eric System
Reference and Further Readings On Staff Development
Literacy Volunteer Contact Information
State Network Resource People

Background Information

A person or committee responsible for designing and conducting staff development for educators in adult basic education face a demanding challenge. The staff development specialist must be able to organize, communicate, motivate, and delegate effectively. This person must have a well developed educational philosophy to guide this important work. The stakes are high in staff development. Resources are expended. Precious time is committed. Learners' lives are affected.

Program Staff and Activities

The ABE instructional staff in Ohio consists mainly of part- time teachers and volunteers. These instructors are similar to other ABE and ESL teachers nationwide and are "generally characterized as highly transitory, often isolated, and frequently elementary or secondary teachers working part-time in adult education programs" (Tibbetts, 1991, p.4). Furthermore, the volunteer instructors are "typically employed full-time in other positions and although generally well-educated, are not professional educators or experienced in adult education" (p.4).

Approximately 120 full-time, 1,500 part-time adult education personnel, and over 3,500 trained and supervised volunteers deliver essential programs and services to over 75,000 adults annually in Ohio's Adult Basic Education Program. Their program activities include:

- student recruitment and program promotion activities
- counseling and other support services
- direct instruction using different teaching approaches in a variety of educational settings
- a regular program of training for paid staff and volunteers on the state and local level
- assessment and referrals to advance educational and training programs (Ohio Department of Education Program Plan for ABE, Fiscal Years 1990 - 1993).

State Certification Requirements

Certification requirememts normally insure the public that educators possess the skill and knowledge to do their job well. However, according to Pelavin and Associates (1991), "teachers of adults are required to meet less stringent certification standards than are elementary and secondary education teachers." State university and college requirements for adult education certification are minimal or non-existent (Foster, 1988).

Fourteen states, including Ohio, require adult education teachers to hold an elementary or secondary certificate, making it the leading method of certification. While 11 states require preparation and training for adult certification, 25 states have no certification requirements at all (Pelavin, 1991).

Additional methods of certification reported by Cope (1984) are:

- a combination of experience, degree and/or coursework;
- credit-based degree plus completion of ABE courses;
- an emergency certificate;
- endorsement of specialized adult education credit courses;
- variations of teaching certificates.

"Fourteen states, including Ohio, require adult education teachers to hold an elementary or secondary certificate, making it the leading method of certification."

Local programs may mandate additional requirements in addition to those of the state. Appropriate experience, especially experience with adults, is an important consideration along with certification.

Inservice Training Requirements

State mandated staff development and inservice training requirements for ABE and ESL teachers vary widely with no consistent pattern. Requirements range from as few as four hours to 50 hours of staff development annually (Pelavin, 1991).

When there is minimal or no state requirement for inservice training, local ABE and ESL programs mandate requirements for their teachers. Even where states have requirements, some local programs may exceed those (Pelavin, 1991).

Since certification does not summarily result in improved teaching, inservice training and staff development programs could be an acceptable alternative method of ABE certification. As certification is only indicative that the teacher has met state requirements for teachers of adults, on-going staff development could become a fundamental part of ABE and ESL programs to ensure that not only teachers, but also volunteer instructors, are adequately prepared (Draper, 1986).

In Ohio, every district is required to conduct staff development and inservice training programs, although there is no requirement on the minimum or maximum number of hours. Local programs provide training services in accordance with state requirements, but have no mandates concerning staff participation.

Factors Affecting Staff Development Training

Pelavin and Associates (1991) have concluded that "despite consensus among researchers, practitioners, and policymakers that the lack of training is a problem for adult education field, providing training opportunities is not an easy task" (p.9). They have identified five major factors which influence the delivery of training. These factors include: (1) limited financial resources; (2) the organization of services; (3) the lack of a research base; (4) high rate of teacher turnover; and (5) minimal state and local policies and guidelines regarding certification (pp.9-11).

➤ Limited Financial Resources

The Adult Education Act is the major funding source for ABE and ESL programs, including teacher training. Currently, under Section 353 not less than 15 percent of the funds allotted to the state shall be used for training teachers, volunteers and administrators. Specifically, two-thirds of the 15 percent is to be spent on staff development.

➤ Organization of Services

The nature of adult education directly affects delivery and availability of staff development services for teachers and volunteers who assist in this process. Organized to serve the non- traditional part-time student, ABE and ESL programs are usually offered in the afternoon or evening. Needed only part-time, most teachers are usually employed full-time at other jobs making it difficult to schedule training services that do not conflict with ABE/ESL instruction and the full-time responsibilities of the teachers (Pelavin, 1991).

➤ Lack of Research Base

Also complicating attempts to provide staff development for teachers and volunteers of adults is the lack of research in the specific field of adult education. Being diverse and multi- disciplined, adult education draws from other fields. The misperception that "there is no need for theory" that is unique to adult education (Cross, 1986) has resulted in a lack of "systematic and coordinated approaches to issues such as teacher training, research and practice (Courtney, 1986).

➤ High Rate of Teacher Turnover

The nature of adult education affects the commitment adult educators are able to make to a program. Part-time positions, lacking benefits, keep teachers from making a long-term commitment to adult education programs and result in continual turnover (Pelavin, 1991). Providing continuous inservice training and staff development for new teachers and administrators is burdensome on the limited financial resources of adult education.

➤ Lack of State Certification Requirements

The lack of specific state certification in adult education affects the delivery of inservice training and staff development. While state certification may not necessarily ensure a better quality of teaching, the absence of specific requirements may reduce the demand for training services (Pelavin, 1991).

Data Sources

There are four common sources for data and information for Staff Development in Adult Basic Education:

- Δ program planning literature in adult education;
- Δ teacher training/inservice materials;
- Δ general staff development; and
- Δ other materials from the ERIC database.

The teacher training materials, preservice and inservice, as well as the staff development materials have been developed for both school-based, K-12 teachers as well as ABE instructors.

The ERIC database includes literature found in State and Federally funded:

- Final reports;
- Inservice guides and manuals;
- Descriptions of exemplary programs;
- Principles and techniques of staff development;
- Articles on new content areas, eg. CAI.

Such materials are often referred to as "fugitive" materials because they can be difficult to find. ERIC does an excellent job of providing this service of making them accessible. The Resources section of this Guide contain various ERIC documents that contain staff development literature of different types. Information on how to access ERIC is also included in the Resources section of this Guide.

This guide relied on materials from many of these sources with particular emphasis from two publications: Study of ABE/ESL Instructor Training Approaches: The Delivery and Content of Training for Adult Education Teachers and Volunteer Instructors, by John Tibbetts et AL. for Pelavin Associates, 1991; and Staff Development Leadership: A Resource Book, published by the Ohio Department of Education, 1983. Other materials that were especially useful in the development of this guide were those developed by the National Adult Basic Education (ABE) Consortium on Staff Development: Principles and Techniques, 1986, 1987, 1988.

The ERIC database includes some of the following literature:

- *Final reports*
- *Inservice guides and manuals*
- *Descriptions of exemplary programs*
- *Principles and techniques of staff development*
- *Articles on new content areas, eg. CAI.*

Information about ERIC is in the Resource section of this guide.

PROGRAM TYPES: The Context For Staff Development In Ohio Adult Basic Education Programs

Sponsorship of training services and staff development programs is shared at three levels. At the state level, the department of education offers statewide training programs two or three times per year. Included in these programs are sessions for new teacher training, mathematics and family literacy instruction.

At the local level, individual districts can be self-supporting and provide training services for their staff and volunteers. These districts are generally larger with a high number of paid staff. Staff development programs are usually a one session program, as opposed to an on-going series of sessions.

As an alternative to individual sponsorship, a consortium of districts can also provide training at the local level. This method is particularly attractive to small programs with a low number of paid staff.

In Ohio, adult education instructor training providers include consultants, local district personnel and referral agency staff. Internal consultants are staff in ABE/ESL programs who provide training instruction to programs other than their own. External consultants such as four-year college and university personnel are hired from outside the adult basic education system to provide instructional training services for staff development.

Local district personnel also provide staff development training services. Expertise on adult education within the local district is utilized to provide training services for teachers of adults.

The connection between the district and referral agencies goes beyond the placement of students into educational programs.
Referral agency personnel provide training and instructional services that can offer insight into the student's situation and thus enhance instructional delivery.

Volunteer instructors and program management staff have become an integral part of ABE and ESL programs. Volunteers may be recruited, trained, managed and supported either by the ABE/ESL program or through a community-based literacy volunteer program. Some ABE/ESL programs have developed their own orientation and training programs for classroom volunteers. Others have adopted the training available from either Literacy Volunteers of America (LVA) or Laubach Literacy Action (LLA). Contact information for each of these two national programs can be found in the Resources section of this guide. Some ABE/ESL programs utilize but do not train volunteers from these local community-based groups. Volunteer instructors are commonly invited to ABE staff development programs. In fact, ABE/ESL instructors also take the training provided by either LVA or LLA as part of their own staff development programsin basic reading, ESL and family literacy. This preservice training varies between 12 and 18 hours of preparation. Programs often require at least one inservice session a year for literacy volunteers. Literacy volunteers of America, Inc. also provides an intensive 14-hour training on literacy volunteer management.

Staff Development Defined

In much of the literature, definitions of staff development have focused on teacher behavior and organizational goals. For example, McHaney & Impey (1988) have defined staff development as:

> *The totality of educational and personal experiences that contribute to the improvement of an individual's competence and satisfaction in an assigned professional role* (p.3).

Their concept also included the notion of goals of the individual and/or organization when describing Staff Development as:

> *A program designed to alter the professional practices, beliefs, and understanding of school persons toward an articulated end* (p.3).

A much broader conceptualization is offered by the Ohio Department of Education. The Adult Basic Education Staff Development Application (ABE-SS-7-92) defines Staff Development in the following context::

> *Staff development is a series of ongoing, focused activities offered over time. These activities are linked to a professional development plan and/or to organizational goals at the state, regional, and/or local level. These activities are designed to meet identified needs; develop professional, individual growth; and nurture and promote leadership in the field.*
> *Staff development provides knowledge, methods, skills, and techniques resulting in changed teacher behavior and improved student learning. It is evaluated continuously, and the results of evaluation influence future staff development planning and activities.*

On recommendation of Ohio's Staff Development Task Force, June 19,1991, future proposals to provide staff development should reflect an understanding of this definition.

Staff Development Functions

Within the context of these definitions, the functions of Staff Development should include:

Inservice Education	improving skills; implementing curricula, procedures; expanding subject matter knowedge; planning and organizing instruction; and increasing effectiveness.
Organization Development	building program climate; solving problems; increasing communication among staff members.
Consultation	conducting workshops; assisting with building staff development, implementation, and evaluation; assisting with administrative planning.
Communication and Coordination	assisting with inter- program communication; organizing and providing information about resources; assisting with communication between administration and staff; providing central coordinating service.
Leadership	providing suggestions for new curricula, instructional approaches; identifying problems and suggesting solutions; informing about innovative approaches; researching ideas for evaluating practices and procedures; providing assistance with innovation processes.

(McHaney & Impey, 1988, p.3)

The ultimate end of staff development programs is in most cases the improvement of student learning.

Effective Staff Development: Lessons K - 12

"Meaningful and lasting change requires an established training program with clearly defined procedures, long range goals, and carefully constructed support systems" (p.30). The experiences of K - 12 education provide guidelines for those wishing to improve staff development for ABE/ESL teachers and volunteer instructors. According to Pelavin and Associates (1991), "some of these guidelines are already reflected in adult education training activities" (p.3). The following are summaries of these guidelines.

An Effective Staff Development Program:

1 Involves Teachers and Volunteer Instructors in Planning and Decision-Making

In practice, teachers and volunteer instructors are often expected to participate in inservice programs that their supervisors have planned for them. "In these instances, their learning may not only be limited, but they are less apt to develop as critical thinkers about their own professional development and to identify and pursue their own learning-for-teaching needs" (p.31). In keeping with adult education practices (Knowles, 1980), these stakeholders would benefit more from their participation in the planning, implementing and evaluating of their own inservice programs. Furthermore, it is believed that they would take on more ownership of their own staff development activities and feel responsible for their own professional growth.

2 Maintains a Positive Climate for Teacher and Volunteer Instructor Growth and Change

A climate for change in teacher behavior must be encouraged by the administrator of the ABE/ESL program. The administrator must be viewed as an instructional leader who encourages change through experimentation and risk-taking. "Teachers and volunteer instructors who engage in staff-development need to be rewarded (monetarily, release time, and /or advancement); they need recognition and respect, and they need time and reinforcement to pursue new learning and to experiment in their classrooms" (p.32).

This is especially true for part-time teachers who are most in need of support by their administrators. Without such support, there will not be any lasting growth or change for teachers.

3 Shows Evidence of Systematic Decision-Making and Demonstrates Consistent Underlying Assumptions

The stakeholders of a staff development program should make sure that they keep in mind the intended outcomes of their staff development program. They should also make sure that they utilize the findings of the most up-to-date research findings which relate to their staff development activities. In addition, they should be aware of the following areas/questions:

- What level of knowledge needs to be communicated (eg. information, attitudes, understanding of specific teaching skills) and at what level does it need to be learned by participants (eg. general familiarity, ability to recall, ability to explain, ability to implement in practice)?

- Since all learning environments reflect the trainers' attitudes toward both the subject matter and the participants, what sort of balance exists between content and nurturant outcomes? For example, it may be more important initially to cultivate interest and enthusiasm among teachers in the hope of establishing a climate conducive to long-range professional growth than to place immediately a heavy emphasis on subject matter content.

- Is the content of the staff development program consistent with the appropriate knowledge base? For example, if the staff development program emphasizes reading instruction, are the resource staff familiar with what is known about how readers process print? (This is not as obvious as it sounds. Many presenters and instructional materials reveal no evidence of this knowledge.)

- Δ Is the staff development program arranged in a manner that encourages teachers to engage in individualized learning projects, action research, and other activities which "create" knowledge? Are they offered guidance in such undertakings and given opportunities to share the results? Or are teachers considered simply recipients of information? (p.33).

4 Reflects Continuity and Follow-Up

The following advice made by Pelavin and Associates (1991) is central to the intent of this guide.

> Evidence from a variety of sources indicate that one-shot workshops and training sessions are ineffective in bringing about changes in teacher and volunteer instructor behavior. Individual staff development activities must complement each other and reflect common goals and consistent underlying assumptions. Furthermore, teaching strategies must be coached and practiced many times before much transfer is likely to occur. Linkage between staff development and teaching settings may be encouraged in other ways such as preparation of actual classroom materials and applications within inservice sessions. Effective staff development must provide opportunities and support systems for this linkage to occur (pp. 33-34).

5 Includes Ongoing and Systematic Evaluation Procedures Reflecting Particular Attention to What Information is Gathered and How it is Used

Evaluations of ABE/ESL workshops and other staff development activities often are concerned with a "happiness quotient" of participants. However, evaluations should go beyond participant satisfaction and begin to measure their impact on classroom behavior of teachers and volunteer instructors. Several evaluation measures are offered in the Evaluation section of this guide which measure the success of staff development programs.

Exemplary Programs

The use of the principles and techniques discussed earlier has been drawn from a variety of sources and has been outlined by the National ABE Staff Development Consortium (1986, 1987, 1988). Their 70 principles and 39 corresponding techniques relate to planning and conducting training for ABE teachers and other staff. A special issue on staff development provided by the New York Literacy Assistance Center (Dick, 1989) describes several literacy programs which utilize these principles and techniques. Each of these staff development projects presents a real life example of one of more of the following staff development principles:

- Professional Development Plans
- Coaching
- Collaborative Work Groups
- Training for Program Development

For example, one illustrates the techniques of a professional development plan and principle of allowing participants to choose their involvement and linking training to an individual plan. Another technique of coaching addresses the principle of on-call assistance of colleagues at the work site. A third involves the principle of providing teachers with the opportunity to meet and share ideas. Another phased training technique shows the principle of spacing staff development over time. The last example illustrates the technique of training for program development and the principle of making staff development a part of program development.

Such examples of exemplary programs can be found by reviewing the professional literature on staff development. The ERIC Clearinghouse offers this service in order to assist ABE instructors and others to continue to improve their own practice.

Emplemplary Programs utilize the following staff development princicples:

- ***Professional Development Plans***
- ***Coaching***
- ***Collaborative Work Groups***
- ***Training for ProgramDevelopment***

OHIO DEPARTMENT OF EDUCATION
PROGRAM PLAN FOR ADULT BASIC EDUCATION
FISCAL YEARS 1990-1993

EXECUTIVE SUMMARY

GEOGRAPHIC AREA IMPACTED: Statewide

ELIGIBLE POPULATION: Undereducated adults who:

A. lack sufficient mastery of basic educational skills necessary for literate functioning;
B. do not have a certificate of graduation from a school providing secondary education or who have not achieved an equivalent level of education;
C. are not proficient in the use of the English language; and
D. are not subject to compulsory school attendance under state law.

NEED FOR THE PROJECT: To establish, expand, and improve adult education programs and services to:

A. educationally disadvantaged adults who demonstrate basic skills equivalent to or below that of students at the fifth grade level (estimated at 150,000-200,000);
B. adults who have not completed eight years of education (estimated at 440,000);
C. adults who have not completed twelve years of education (estimated at 2,200,000); and
D. adults who have limited proficiency in the use of the English language (estimated at over 45,000).

PURPOSES OF THE PROJECT: To address the three major purposes of the Adult Education Act, that is, to:

A. enable undereducated adults to acquire the basic educational skills necessary for literate functioning;
B. provide these adults with sufficient basic education to enable them to benefit from training and retraining programs and to obtain and retain productive employment; and
C. enable adults, who so desire, to continue their education to at least the level of completion of secondary school.

SERVICE POPULATIONS AND GOALS: Statewide program goals are based on the identified needs of the general population in the state as well as the particular educational needs of selected special populations. These special populations include immigrants, the incarcerated, the handicapped, the unemployed, the homeless, adult migrant farmworkers, the disadvantaged, minorities, and public assistance recipients. Major goals were established in the following areas:

A. expanding services to those identified in the needs assessment;
B. increasing the educational, social, and economic impact of the program;
C. developing and implementing a family literacy component;
D. increasing the number of locations and participants served in workplace literacy programs;
E. continuing to implement and conduct staff development and special demonstration projects; and
F. increasing interagency planning, implementation, and evaluation of project activities.

(Over)

Adopted goals will be used to develop a statewide program in which significant portions of educationally disadvantaged adults in the state will be served in the most effective manner possible.

PROGRAM ACTIVITIES AND WHO WILL PERFORM THEM: Approximately 120 full-time, 1,500 part-time adult education personnel, and over 3,500 trained and supervised volunteers will deliver the following essential programs and services to over 75,000 adults annually:

A. student recruitment and program promotion activities;
B. counseling and other support services;
C. direct instruction using different teaching approaches in a variety of educational settings;
D. a regular program of training for paid staff and volunteers on the state and local level; and
E. assessment and referrals to advance educational and training programs.

EVALUATION OF LOCAL PROJECT ACTIVITIES: A variety of internal and external strategies will be used to evaluate the activities of approved projects. These will include:

A. team reviews of selected projects;
B. individual consultant's reviews;
C. preparation of annual performance reports; and
D. periodic assessment of goal achievement during the plan period.

PAST ACCOMPLISHMENTS AND OBJECTIVES MET: During the period of the last state plan (1986-1988), there was: (1) an increase in the number and percentage of program participants who were functioning at less than the equivalent of a fifth year level of education; (2) an increase in the number of participants who completed preparation for, and passed the General Educational Development Test; (3) 17,846 persons who enrolled in advanced training programs; (4) 15,322 persons who secured new employment; (5) 6,777 who obtained a better job; (6) 6,622 who were removed from public assistance; (7) 1,317 who received U.S. citizenship; and (8) 13,056 who registered or re-registered to vote.

PROPOSAL REVISIONS WHICH WILL IMPROVE PROGRAM: Greatly expanded provisions for joint planning and coordination with a wide range of related services conducted by other relevant federal and state programs including vocational education and job training, rehabilitation services, immigration and naturalization services, higher education, volunteer services, welfare, library services, community development, parent education and homeless assistance programs. The criteria and process for conducting special demonstration and teacher training projects have been modified.

ADMINISTRATION: The Ohio Department of Education
Division of Educational Services
Adult and Community Education Section
65 South Front Street, Room 811
Columbus, Ohio 43266-0308
(614) 466-5015

10 Characteristics of Coherent Staff Development Programs

(McHaney, J. & Impey, W., 1988)

The following ten characteristics of a coherent staff development program could be used as a checklist to compare your own programs with this list.

1. The program has a mission, policy guidelines, goals, resources, budget and personnel. (Qualitative standards need to be set to assess each of these. For example, it could be decided that the mission statement should be undergirded by an explicit set of assumptions about adult learning and development or the director of the program should have a line position of authority with budgetary control within the organizational structure.)
2. Teachers as the primary participants have a preeminent voice in the governance of the program.
3. Determination of the program agenda (needs assessment) is a multidimensional process. It engages teachers in the identification of problems which affect them and their students as part of this process. (This includes consideration of the how, where, when, with whom, and why of staff development as well as the question of what is the primary interest or need.)
4. The program is able to address multiple, interrelated purposes. (These could include personal, cognitive, theoretical, professional, and career needs.)
5. The program acknowledges the reality of different teacher roles and role-relationships and the implications of these for staff development.
6. The program is able to employ a variety of strategies and forms of development beyond the workshop and lecture- discussion formats.
7. There is evidence that staff development is viewed as a continuing developmental process; that is, specific projects are planned in considerations of the effects of the classroom context and follow-up is provided in that setting.

8. The program is able to support a skilled person or persons responsible for planning and managing activities at the ABE site.
9. The program addresses a balanced agenda of goals; that is, individual goals are accommodated within and outside the context of broader institutional goals whether at the state, local, or school level.
10. While schools generally are a realistic unit for the design of a staff development plan; attention is given to individuals and especially to key functioning groups within he school There are a variety of activities planned with expert resources outside the school context (pp.6-7).

In addition, seven essential characteristics of staff development programs have been identified. These characteristics can also be compared with your own program practices.

COLLABORATION

Collaboration in organizing and planning staff development increases commitment to make staff development successful.

PARTICIPATION

Staff development programs that place administrators, teachers, and learners in an active role are more likely to succeed.

PLANNING

Long range planning of staff development increases conformity with district goals.

ASSESSMENT

Staff development is most effective when based on professional needs and concerns of ABE teachers, administrators and learners on a school/site level.

FOCUS

Successful staff development programs exhibit specificity and concreteness in discussion as well as practice that supports the translation of ideas into practice.

SCHOOL-BASED

School-based/school-focussed staff development is far more effective than other types of inservice education (pp.6-7).

TRAINING COMPONENTS

Effective staff development programs contain training that includes presentation of theory, modeling, practice, feedback, and coaching.

These components are identified as essential elements of exemplary staff development programs over and over in the literature and will be discussed further in the implementation section of this guide.

Essential Elements of Effective Staff Development (McHaney, J. & Impey, W., 1988)

- Needs Assessment
  - Includes teachers, volunteers, students and directors
- Theoretical Background and Research
  - Reason for change and supporting research
- Demonstration/Modeling
  - Concrete presentation of instructional practice (may include video)
- Practice with Feedback
  - Participants practice technique in training session
- Application
  - Practice in real situation with support from peers, mentors, and others
- Follow-up
  - Integrate follow up session
- Evaluation
  - Record/document instructional change resulting from training

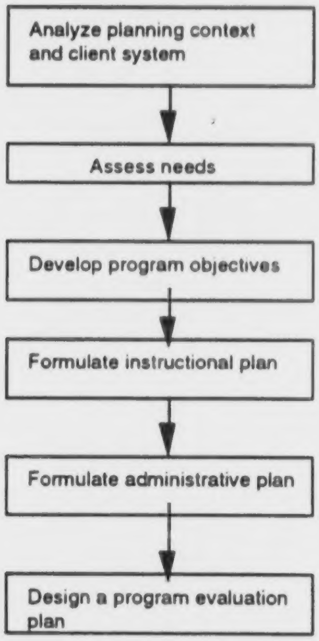
Planning

Staff development leaders must make decisions about their programs with the best information available. They must develop plans for long-term programs that will bring about growth and learning for administrators, teachers, volunteers and aides. They must learn to work collaboratively with advisory boards and stay within their budgets. They must have knowledge of effective needs assessment strategies and how to match their plans to these needs, both consortium-wide and locally.

Program Planning

Planning refers to the process of determining the ends to be pursued and the means employed to achieve them. In adult education, planning is a decision-making process and a set of related activities that produce educational program design specifications for one or more adult learners (Sork & Caffarella, 1989).

Program planning literature is largely normative. That is, the literature consists mostly of descriptions of how planning should be done rather than descriptions of how planning is done. Often, a six step basic model to program planning is utilized (Sork & Caffarella, 1989):


Analyze planning context and client system
Assess needs
Develop program objectives
Formulate instructional plan
Formulate administrative plan
Design a program evaluation plan

This model is presented as a step by step process but in fact should not be thought of as a linear operation. It is true that decisions about one step are related to decisions about the next. In practice it is possible to skip steps and to work on several simultaneously. The point is that systematic planning is a powerful tool for designing effective, efficient, relevant, and innovative educational programs. In addition, there are many philosophical and practical reasons for involving the learners in this process. Viewed as an aspect of the overall operation of a staff development effort, planning serves several functions (Groteleuschen, 1976). Initially, it results in the identification and clarification of potential goals for continuing professional education. These goals may be very broad (to increase teacher skills in instruction) or they may be stated specifically and behaviorally (to enable teachers to show each participant how to write a letter of inquiry for employment that can be read and understood by a perspective employer). Planning enables the administrator to select particular goals from a universe of possible goals. Effective planning also attends to changing goals as the staff development effort goes forward.

Often, decisions about goals are based on very limited knowledge of alternatives. Planning should also assist the ABE administrator in defining the alternative means for reaching these goals. The ABE administrator will generally have a better chance of success in the staff development effort if a number of alternative instructional and content means are considered.

Planning should not only identify and define alternative means to desired ends but it should also define some possible consequences of selecting each alternative. In terms of cost alone, the administrator needs to be as fully aware as possible of the consequences of his/her actions before acting. In essence, the act of planning is evaluation in advance, a rather uncommon idea. Planning must take into account unintended consequences.

Adult Basic Education Staff Development Application

A copy of the Adult Basic Education Staff Development Application for the Ohio Department is included in this section of the Guide. The Application has four parts:

1) Budget
2) Needs, Objectives, and Activities
3) Attachments and
4) Reporting Requirements.

Part II is directly related to the Planning stages of the staff development program. Part II of this Application outlines the steps needed to be taken in identifying needs and developing objectives and activities.

A. Describe areas needing staff development. Explain how program reviews, needs assessments, and consideration of state and local goals for adult basic education contribute to the determination of staff development needs, both consortium-wide and locally, as applicable.
B. List objectives of the staff development project, indicating if they are consortium-wide or for a local program. Relate each objective to an identified need cited in section A.
C. For each listed objective, use activity sheets to describe what will be undertaken to meet the objective.

Collaborative Planning: Working With An Advisory Committee

Adult basic education advisory committees can be used to assist the staff development leader in planning inservice programs. The committee can assist in the data gathering and analysis and the formulation and review of the staff development action plan.

In keeping with recent understanding of participatory adult literacy programs (Fingeret & Jurmo, 1989), representatives of all participants, learners, administrators and community members should be recruited for this advisory committee. Thus, such a group will also be able to provide multiple perspectives on potential problems of the action plan. According to the Ohio Department of Education (1983), "there is wide-spread agreement that involving participants in planning staff development activities increases the chances of success" p.28). It is also assumed that better decisions will be made with a planning committee.

Members can be recruited or volunteer. A profile of needed skills and expertise can be developed to determine if the present advisory group meets all of the criteria. For example, key administrators should be included to ensure the success of the plan. Previous studies have recommended no more than 7 - 10 members on a planning committee for staff development. "Who is involved is as important as the number of staff involved" (p.28).

A collaborative planning checklist developed for the Ohio Department of Education (1983) is included as an appendix in this section of the guide.

Needs Assessment

A staff development plan should be based on needs. A needs assessment can be defined as "a systematic or formal procedure for determining the kinds and degrees of discrepancy that exist between a desired state of affairs and the present conditions" (Ohio Department of Education, 1983, p.35). This needs assessment plan should be based on certain standards. For example, Willing (1989) suggests nine standards to evaluate your staff development effort which are discussed in the section on Evaluation. These standards should be kept in mind as you are developing your own plans. A sample evaluation tool is also discussed in this section of the Guide. "Whether dealing with institutional or individual needs, the questions or statements should not juxtapose reality against an ideal. Rather, the intent is to establish genuine needs that can be fulfilled" (Ohio Department of Education, 1983, p.36). It is assumed that awareness of discrepancies will enable staff development leaders to make more informed decisions, and design and implement more effective programs.

> *"Like other aspects of staff development, needs assessments are dependent on the cooperation and support of those who will be involved. Therefore, it is important that staff development leaders explain why needs are being assessed and how the data will be used in making decisions" (p.36).*

Sources and examples of needs assessment have been classified into three major groups: experts; clients; and educational planners (Londoner, 1990).

Experts ————————

- Research Reports
- Interviews
- Advisory Councils
- Consultants
- National and State Conferences

Clients ——————

- Interviews
- Survey Research
- "Opinionnaires"

Educational Planners ——————

- Observations
- Interviews
- Questionnaires
- Advisory Committees

A Five-Step Assessment Plan

This systematic plan has been developed by the Ohio Department of Education (1983) in order to "anticipate problems and to maximize the use of their time and energy" (p.36). This plan should also minimize the risk associated with change. It looks at the assessment process and identifies factors that could prevent an effective assessment.

1 Establish an Assessment Committee

This committee may be made up of those already serving in an advisory committee for the ABE program or a separate group may be identified to assist in the planning of the staff development activities. Members should include participants of the planned programs. Such a participatory approach will be necessary as priorities are identified and implemented. This committee or advisory group will need to agree on a strategy to follow including areas of concern and various methodsof needs assessment for staff development. Since there are various types of assessment instruments and procedures available, this committee will need to become knowledgeable of the strengths and weaknesses of each type. An appendix in this section of the guide provides an overview of various types of needs assessment procedures along with their advantages and disadvantages for this purpose.

2 Prepare a Comprehensive Plan

A plan should be developed by the assessment committee which includes what information will be necessary, who to survey, and how to collect and analyze this information. It is important to also decide ahead of time how the committee will judge whether the assessment was a success and anticipate any problems in this process.

Criteria to judge the success of the development and implementation of a needs assessment process have been summarized by the Ohio Department of Education (1983) and are modified to reflect an ABE context. The needs assessment committee should review these criteria while developing a plan "because they outline what results should occur" (p.37):

1. Provide for individual teacher's needs as well as specific program needs.
2. Provide for teacher's self-assessment of his or her own personal growth rather than focus on defects.
3. Be designed so that delivery of activities can occur.
4. Reflect a balance between maximum data collection and realistic fiscal expense.
5. Commercial needs assessment instruments are available, but the development of ones based on the specific setting is recommended.
6. Do not terminate professional growth activities with the completion of the first year of activities, but keep them on-going and build on experience.
7. Reconcile short term goals of the professional growth contracts with the long term goals of the program.
8. Long term evaluation is needed to assess the impact of the staff development activities on teachers and learners.

In order to evaluate the needs assessment process, the committee will need to decide on how decisions will be made based on the needs assessment information as well as identify the potential participants. In addition, a comprehensive staff development plan should be developed according to the application guidelines from the Department of Education and approved by the administration of the local program.

According to the Ohio Department of Education (1983), "central to the plan's success is how people reach consensus throughout the needs assessment process. The degree of involvement will greatly influence the quality and impact of the assessment" (p.37). A staff development process cannot be imposed on the participants.

3 Determine Methods and Instruments

There are several commonly used assessment methods that can be developed by staff development leaders and their advisory committees. These include brainstorming, questionnaires, interviews, and observations (Ohio Department of Education, p. 37). Statements and questions used with each of these methods should be field-tested with individuals and small groups. In order to obtain multiple perspectives on needs, a combination of assessment tools should be used. Examples of various methods and instruments along with the advantages and disadvantages of each are included in the appendix of this section of the guide.

4 Interpret Data and Determine Priorities

A needs assessment should reveal discrepancies between desired levels of performance with current levels. Analyzing the data will involve three steps for staff development leaders:

1. distinguish between perceived and real needs;
2. identify short- and long-term needs;
3. establish priorities (Department of Education, p.39).

These needs will be influenced by the values of those doing the needs assessment. Differences in responses of the diverse participants must be separated to avoid generalizations of needs that do not actually exist. If only vague needs are expressed, refinement will be needed using existing needs assessment procedures available. Various procedures are discussed in the appendix of this section of the guide.

5 Evaluate the Assessment Process

This step is often skipped in practice due to time constraints. However, clarification of how needs can be better identified by including a systematic review of previous procedures and problems. Plans for future needs assessment should be based on the success of previous attempts to achieve assessment objectives.

Steps in Planning A Staff Development Program

The Ohio Department of Education (1983) previously identified a six step planning process for staff development. During this phase of the planning process, specific goals, objectives, and programs are identified. Plans are matched to data gathered from the needs assessment. The basic questions of who, how, when, and where can be addressed in these six steps (p.44).

Step 1 Summarize Needs Assessment Data and Develop Working Objectives

Since the needs assessment data will be collected form various sources, clarification of issues need to be made before developing working objectives. There may be conflicting needs identified by different groups. For example, administrators may identify different needs from ABE teachers or volunteer instructors may have different needs from aides.

It is important to recognize that the working objectives developed at this stage of planning will probably be revised during the planning process. The objectives literally translate needs assessment problems into programs in Part II, Section B of the Staff Development Application in the appendix of this section of the guide.

Step 2 Validate Needs Assessment Data

An advisory committee should be used to validate needs assessment data. This group will be able to clarify assessment data and gain insight into the views of those surveyed during this process. This step would prevent any confusion caused from using needs assessment instruments or procedures which produced datawithout sufficient explanation.

Step 3 Set Priorities for Objectives

There will always be more needs than ability to respond to them. An advisory committee can be used to help set priorities and rank objectives in terms of which should be offered in the coming year and which can wait. It is at this stage that objectives can be ordered to meet short-term and long-term goals of a program.

Step 4 Develop Action Plan

The staff development action plan should include all of the specific details including the activities, materials, staff, consultants, facilities, budget and all those things needed to implement the proposed objectives. It is suggested that a staff development leader work with the advisory committee to develop this plan.

Elements of the plan. A staff development action plan should include six components (Ohio Department of Education, 1983):

(1) goals and programs to be included;
(2) specific inservice objectives to be addressed in the inservice activities;
(3) an overall, four- or five-year sequence of activities for training staff and for putting the desired changes in practice;
(4) a detailed description of the major inservice workshops and other activities that have been planned for the first 12 to 18 months of the four years;
(5) a list of resources - personnel and materials- that can be used to implement the inservice activities;
(6) a budget to support the inservice program and changes in the school program; for example new textbooks, equipment, or teacher assistants (p.45).

A detailed time line should also be included which identifies dates and times for activity completion.

Step 5 Present Action Plan to Staff

There are at least two goals which can be accomplished by presenting the action plan to the staff. First, there is time for participants to react to the plan while changes can still be made. Additional suggestions for changes in activities can be made. If needed, the advisory committee working with the staff development leader can revise the plan. Second, the actual review process prepares staff to participate in the activities and helps them to "buy into" the change process you are proposing. "Following the review session, participants should be knowledgeable about the objectives, the sequence of activities, and the activity options" (p.45). This review process should be repeated until there is consensus between the advisory committee and the intended participants.

Step 6 Implement the Action Plan

After consensus is reached, implementation of the action plan can begin. The implementation section of this guide will describe this process.

Matching Plans to Needs

Seven general questions should be addressed in evaluating the adequacy an appropriateness of plans for a staff development activity:

Is the planned program directed at identified needs?

Does the proposed program appear relevant and acceptable to the intended participants?

Given the goal(s) of the staff development effort, do the proposed activities and content logically make sense?

Do the proposed plans for the staff development effort reflect an awareness of experience, of what has worked in the past?

Does the instructional design involve the learners of your program? (teachers and students)

Is there variety in your instructional format?

Do you have a plan to evaluate participant expectations, procedures, as well as outcomes of your staff development plan?

Stages of Teacher Development

Stages of teacher development are important in planning effective professional development programs.

Teachers in the early stages need much assistance with the technical skills of teaching and would benefit most from a highly structured, directive staff development program. Practical information and applications would be most useful.

Teachers who are a little more advanced developmentally would seek information to add variety of their teaching and would prefer a collaborative approach to staff development and supervision.

Teachers at the highest developmental levels would focus on more complex and cross-cutting concerns and would prefer more team types of arrangements and staff development programs that are non-directive.

Thus, teachers' developmental stages may have an effect on the teaching modes and content of training for staff development activities.

STATE OF OHIO
ADULT BASIC EDUCATION
STAFF DEVELOPMENT
FISCAL YEAR 1992

general fiscal guidelines

1. Up to ten percent of the total budget amount may be used for administrative costs (e.g., coordinator's salary and fringes).

2. Unless otherwise required by the governing board of the administrative or employing agency (and supported by documentation), stipends or salary paid to participants should not exceed:

    a. $20.00 for a half day
    b. $40.00 for a full day

    Please note that stipends paid to employees of the fiscal agent should be placed in the 100 object code. Stipends paid to persons not employed by the fiscal agent should placed in the 400 object code, purchased services. This has been determined by the Division of Federal Assistance based on definitions found in the Uniform School Accounting System Code.

3. Trainer/consultant fees should be reasonable and necessary to achieve program objectives. Additionally, trainers and consultants can be paid actual travel expenses.

4. Unless otherwise required by the governing board of the administrative or employing agency (and supported by documentation), costs for conference attendance should not exceed:

    a. the actual cost for member registration for an activity sponsored by a professional organization;
    b. a per diem allowance of $59.50 for meals and lodging;
    c. reimbursement of $.225 a mile for mileage or actual travel expenses.

5. All other costs should be reasonable and necessary to conduct staff development activities and are subject to negotiation prior to approval of the application.

6. Staff development funds are not to be used to convene directors and coordinators simply for the purpose of discussing administrative issues. However, activities that are designed to enhance the management skills and professional development of project directors will be considered for approval.

Note: Projects will receive full payment within two to three weeks of approval. Checks will automatically be sent to the treasurer's office from the Division of Federal Assistance.

ADULT BASIC EDUCATION STAFF DEVELOPMENT

APPLICATION

PART I - PROJECT INFORMATION

1. To be completed by the Ohio Department of Education

Federal Domestic Assistance Catalog Number	Project Number	Date Approved	Signature of SEA Officer	Amount Approve for this Proje
84.002	-AB-SS-92			

2. The agreement is entered into between the Ohio Department of Education and the applican agency identified below. Expenditures of monies from the grant are to be restricted to items approved in this application.

The applicant accepts the responsibility for providing financial, evaluation, and program reports to comply with requirements of the Ohio Department of Education.

3. CERTIFICATION OF LOCAL EDUCATIONAL AGENCY

I certify that, to the best of my knowledge, the information contained herein is correct and complete.

LEGAL NAME OF LOCAL APPLICANT AGENCY	NAME OF SUPERINTENDENT
Mailing Address (Street, City, ZIP Code)	SIGNATURE OF SUPERINTENDENT Date Signed
County	Telephone (Area Code and Number)
Congressional District	Name of Treasurer
Name and Address of Local Adult Basic Education Director or Coordinator	Telephone (Area Code and Number of Local Adult Basic Education Director or Coordinator
Date of First Activity	Date of last activity
Beginning Date of Project	Closing Date of Project

ASSURANCES TO THE OHIO DEPARTMENT OF EDUCATION

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EDUCATIONAL SERVICES

65 South Front Street
Columbus, Ohio

ASSURANCES to the Ohio Department of Education regarding application for federal assistance under authority of The Adult Education Act, P.L. 100-297, as amended

THE APPLICANT HEREBY ASSURES THE OHIO DEPARTMENT OF EDUCATION THAT:

1. The information contained in this application is correct and accurate to the best of the knowledge of the applicant agency.

2. Personnel employed in the project financed under this Title will be certificated as required by Sections 3319.22, 3319.30, and 3319.088 of the Ohio Revised Code.

3. Personnel or programs financed under this Title will not be certified for inclusion in the state foundation program.

4. The control of funds provided under this Title, and title to property derived therefrom, shall be under the authority of the approved applicant agency for the uses and purposes provided in this Title, and that the approved agency will administer such property and funds and apply them only for the purposes for which they are granted.

5. The applicant will make an annual report and such other reports to the Ohio Department of Education in such form and containing such information as may be reasonably necessary to enable the department to perform its duties under this Title, including information relating to the educational achievements of adult learners. The applicant will keep such records and afford such access thereto as the department and its authorized agents may find necessary to assure the correctness and verification of such reports.

6. The applicant will use funds granted for this program to supplement, and not supplant, the amount of funds from other federal, state, and/or local sources currently in use for purposes specified in this application.

7. The governing board of the applicant agency is in compliance and will continue to comply with the provisions of section 438 of the Rights and Privacy Act, P.L. 93-380.

8. The applicant agency will provide such fiscal control and fund accounting procedures as may be necessary to ensure proper disbursement of, and accounting for, all project funds paid by the state to the agency.

9. Adults enrolled in Adult Education Act supported programs will not be charged tuition, fees, or any other charges, nor be required to purchase any books or any other materials that are needed for participation in the program.

10. The applicant agency will provide such methods of administration as are necessary for proper and efficient administration of the program.

11. Funds under this Title will be used to provide a basic education program for adults who (1) have less than a twelfth grade education or its functional equivalency and (2) are not subject to compulsory school attendance under state law. Priority in recruitment shall be directed toward educationally disadvantaged adults who demonstrate basic skills at or below the fifth grade equivalence level.

12. The applicant will use not more than twenty percent of the funds granted for programs of instruction to serve secondary level functioning adults as defined by the state.

13. Programs, services, and activities supported with funds approved for use in this application are designed to expand or improve the quality of adult education programs, including programs for educationally disadvantaged adults, to initiate new programs of high quality, or, where necessary, to maintain programs.

14. Documentation of hours worked will be maintained for all part-time paid employees of the program. In addition, appropriate time distribution records for prorated portions of full-time positions will be kept. These will be maintained in the district or agency Treasurer's office and/or office of the project director.

15. The filing of this application has been duly authorized by the governing board of the applicant agency, and the indicated representative has been duly authorized by formal action of said board to file this application for, and in behalf of, said agency, and otherwise to act as the authorized representative of the agency in connection with this application. Said authorization was voted and made a part of the minutes in an official meeting of the governing authority held on ________________ 19 _____.

Signature of Superintendent/Chief Executive Officer	Date
Signature of the Treasurer/Chief Fiscal Officer	Date

Name of Authorized Representative
(If other than Superintendent/Chief Executive Officer)

Signature of Authorized Representative	Date

PROJECT BUDGET

OHIO DEPARTMENT OF EDUCATION
DIVISION OF EDUCATIONAL SERVICES

SCHOOL DISTRICT ______________________ COUNTY ______________ PROJECT NUMBER ____________

Fund Number 501 Name **ADULT BASIC EDUCATION - STAFF DEVELOPMENT**

FUNCTION CODES

OBJECT CODES	Column A	Column B	Column C	Column D	Column E	Column F	Column G
	1410 INSTRUCTION	2100/2200 IMPROVEMENT OF INSTRUCTIONAL SERVICES	2400 ADMINISTRATIVE SERVICES	2500 FISCAL SERVICES	2700 OPER. & MAINT. OF PLANT	2800 PUPIL TRANSPORTATION	TOTALS
100 Salaries	Line 6 XXXXXXXXXXX	Line 42	Line 75	Line 104	Line 133 XXXXXXXXXXXX	Line 153 XXXXXXXXXXXXX	
200 Retirement Insurance	Line 13 XXXXXXXXXXX	Line 50	Line 83	Line 111	Line 140 XXXXXXXXXXXX	Line 160 XXXXXXXXXXXXX	
400 Purchased Services	Line 20 XXXXXXXXXXX	Line 61	Line 92	Line 116	Line 143 XXXXXXXXXXXX	Line 164 XXXXXXXXXXXXX	
500 Books Supplies	Line 28 XXXXXXXXXXX	Line 66	Line 96	Line 120	Line 144 XXXXXXXXXXXX	Line 165 XXXXXXXXXXXXX	
600 Capital Outlay	Line 31 XXXXXXXXXXX	Line 67	Line 97	Line 121	Line 145 XXXXXXXXXXXX	XXXXXXXXXXXXX	
700 Replacement	Line 33 XXXXXXXXXXX	Line 68	Line 98	Line 122	Line 146 XXXXXXXXXXXX	XXXXXXXXXXXXX	
800 Other	XXXXXXXXXXX			Line 127	XXXXXXXXXXXX	XXXXXXXXXXXXX	
TOTALS	Line 34 XXXXXXXXXXX	Line 70	Line 99	Line 128	Line 147 XXXXXXXXXXXX	Line 166 XXXXXXXXXXXXX	Line 167

______________________________ ______________________
Signature of Superintendent Date

______________________________ ______________________
Signature of Treasurer Date

ABE-SS-3-92

BUDGET WORKSHEET

Function 2100: Supportive Services for Students

Function 2200: Supportive Services for Instructional Staff

Line No.	No.	% FTE	Description	Object Code	Amount	Subtot
35			Teacher (2100)	110		
36			Coordinator (2200)	110		
37			Teacher Aides (2200)	141		
38			Secretary (2200)	141		
39			Counselor (2100)	110		
40						
41			Stipends for District Employees	110		
42			Subtotal			
43			STRS	210		
44			SERS	220		
45			Insurance Benefits (Certificated)	240		
46			Insurance Benefits (Non-Certificated)	250		
47			Worker's Compensation	260		
48			Unemployment Compensation	280		
49						
50			Subtotal			
51			Consultant Services	412		
52			Maintenance & Repair	423		
53			Property Insurance	424		
54			Rental	425		
55			Meeting Expenses & Mileage	430		
56			Telephone	441		
57			Postage	443		
58			Printing and Binding	461		
59			Stipends for Non-employees	410		
60						
61			Subtotal			
62			General Supplies	510		
63						
64						
65						
66			Subtotal			
67			Equipment (New: Attach List) Subtotal	640		
68			Equipment (Replacement: List) Subtotal	740		
69						
70			Function 2100/2200		TOTAL	

Function 2400: ADMINISTRATIVE SERVICES

Line No.	No.	% FTE	Description	Object Code	Amount	Subtotal
71			Director Salary	111		
72			Secretary	141		
73						
74						
75			Subtotal		XXXXXXXXXX	$
76			STRS	210		
77			SERS	220		
78			Insurance Benefits (Certificated)	240		
79			Insurance Benefits (Non-Certificated)	250		
80			Worker's Compensation	260		
81			Unemployment Compensation	280		
82						
83			Subtotal		XXXXXXXXXX	$
84			Purchased Services (Data Processing)	416		
85			Maintenance & Repair	423		
86			Meeting Expenses & Mileage	430		
87			Telephone	441		
88			Postage	443		
89			Media Advertising	446		
90						
91						
92			Subtotal		XXXXXXXXXX	$
93			Office Supplies	512		
94			Periodicals	540		
95						
96			Subtotal		XXXXXXXXXX	$
97			Equipment (New Attach list) Subtotal	640	XXXXXXXXXX	$
98			Equipment (Replacement list) Subtotal	740	XXXXXXXXXX	$
99			Function 2400		TOTAL	$

BUDGET WORKSHEET

Function 2500: FISCAL SERVICES

Function 2600: BUSINESS SERVICES

Line No.	No.	% FTE	Description	Object Code	Amount	Subtot
100			Treasurer (Salary)	141		
101			Other (Salary)	141		
102						
103						
104			Subtotal		XXXXXXXXXXX	$
105			SERS	220		
106			Insurance Benefits (Non-Certificated)	250		
107			Worker's Compensation	260		
108						
109						
110						
111			Subtotal		XXXXXXXXXXX	$
112			Meeting Expenses & Mileage	430		
113			Postage	443		
114						
115						
116			Subtotal		XXXXXXXXXXX	$
117			Office Supplies	512		
118						
119						
120			Subtotal		XXXXXXXXXXX	$
121			Equipment (New: Attach List) Subtotal	640	XXXXXXXXXXX	$
122			Equipment (Replacement: List) Subtotal	740	XXXXXXXXXXX	$
123			State Examination	843		
124			Indirect Costs	890		
125						
126						
127			Subtotal		XXXXXXXXXXX	$
128			Function 2500/2600		TOTAL	$

Part I

Budget

Complete the application cover page, the list of assurances, the project budget, and budget worksheets. These pages are supplied. Secure appropriate signatures on all relevant pages.

Part II

Needs, Objectives, and Activities

Staff development is a series of ongoing, focused activities offered over time. These activities are linked to a professional development plan and/or to organizational goals at the state, regional, and/or local level. These activities are designed to meet identified needs; develop professional, individual growth; and nurture and promote leadership in the field. Staff development provides knowledge, methods, skills, and techniques resulting in changed teacher behavior and improved student learning. It is evaluated continuously, and the results of evaluation influence future staff development planning and activities.

Future proposals to provide staff development should reflect an understanding of this definition of staff development.

(recommendation of Ohio's staff development task force, June 19, 1991)

A. Describe areas needing staff development. Explain how program reviews, needs assessments, and consideration of state and local goals for adult basic education contribute to the determination of staff development needs, both consortium-wide and locally, as applicable.

B. List objectives of the staff development project, indicating if they are consortium-wide or for a local program. Relate each objective to an identified need cites in section A.

C. For each listed objective, use activity sheets to describe what will be undertaken to meet the objective. Make copies of activity sheets as needed.

Part III

Attachments

A. Consortium agents should attach letters of intent to participate in staff development from directors of each project served through the consortium.

B. Attach one calendar to this application, and send one calendar loose.

Part IV

Reporting Requirements

A. For each activity, complete an evaluation that includes reference to activity objectives and an attendance list. Both are to be submitted at the end of the year with the final report.

B. A copy of the year-end final report is included. It is to be returned thirty days after the last schedule activity.

Activity Sheet # ____

Title:

Date, Hours, and Place:

Objective(s) (based on section A of the narrative):

Activity Leader: ____

name affiliation

____

mailing address

____

city state zip

Methods To Be Used:

Budget Details:

stipends -

leader's fee -

food -

mileage -

materials -

Participating Districts:

ABE-SS-9-92

FY '92

PROJECT NAME ______________________ CONTACT PERSON ______________ TELEPHONE ____________

DATE	STAFF DEVELOPMENT TRAINING TOPIC	TRAINER (Name, Affiliation, Position)	LOCATION Time Scheduled

54

ABE STAFF DEVELOPMENT ATTENDANCE

County
Agent/Director Telephone

Staff Development Training Topic
Trainer

Date of Activity

Participants

Project Name:

1.	5.
2.	6.
3.	7.
4.	8.

Project Name:

1.	5.
2.	6.
3.	7.
4.	8.

Project Name:

1.	5.
2.	6.
3.	7.
4.	8.

NOTE: This form can be extended and/or adapted to best suit your needs.

County ______ ____________

School District ____________

Director ____________
(Signature)

Date ____________

FISCAL YEAR 1992

FINAL ABE 353 STAFF DEVELOPMENT REPORT

Project Name ____________ ______

Project Number ____________

Approval Budget ____________

Expended Funds ____________

Unexpended Funds ____________

(1) Date of Activity	(2) Name of Activity	(3) Name of Presenter or Trainer	(4) Objective Addressed	(5) Total Hours in Session	(6) Total Number of Participants	(7) Consortium Programs not Represented	(8) Total Cost of Activity	(9) Activity Evaluation	(10) Objective Completed	
									Yes	No

Notes: Column 7 is particularly addressed to consortia. Indicate how many consortium programs were not represented. Column 9 report evaluation averages based upon a scale of 1 to 5 with 5 being the highest. You may need to make an interpretation of results reported on the form that you used. The results reported in this column will therefore be considered as a general indicator.

Appendix

Six Questions About Program Planning

The following questions can help determine whether the design phase has been adequately completed. If you can mark *yes* for all six questions, you have done a superior job in planning. The activities have an excellent chance to be successful. If it is necessary to mark *uncertain* or *no* for any question, you need to do more work. You may want to use this list of questions as the criteria in determining if a staff development program is ready for implementation.

1. Has every teacher had an opportunity to be involved in program planning?

   Yes ☐ No ☐ Uncertain ☐

   All teachers in a building or district do not want the same degree of participation. Some teachers want to have extensive involvement in the planning of the program; these individuals are good candidates for planning committee participation. A small number generally are not interested in being involved at all, or only minimally.

   The majority of teachers, however, want moderate involvement in the needs assessment data collection, interpretation, and program planning activities. This could take the form of completing surveys, participating in interviews, reacting to working objectives and action plans, and making recommendations. Staff development leaders should provide opportunities for teachers to choose their level of participation in the planning process. To tell teachers that they will assist in planning and not follow through is a sure way to guarantee resentment and failure.

2. Do the individuals delivering the inservice activities model instructional techniques that teachers can learn from and use in the classroom?

   Yes ☐ No ☐ Uncertain ☐

   Effective staff development presenters should model successful instructional techniques that teachers can practice in the classroom. Some staff development leaders will not hire a consultant or presenter until someone in the district has observed the presentation. In one large urban district, the planning committee met with potential presenters before contracting for any staff development services. Most presenters appreciate the opportunity to discuss the type of inservice activity which would be most productive.

   Classroom teachers, administrators, and supervisors in the district can be excellent as staff development presenters; they know the particular needs of the district. In some very successful programs, the staff development activities are led by a team of district personnel and outside consultants.

3. Are there procedures during the inservice activities to listen to participants' concerns and make appropriate adjustments?

   Yes ☐ No ☐ Uncertain ☐

   Even excellent plans may need revision during the implementation process. It is important to incorporate procedures that allow the presenters to recognize teachers' concerns. This allows the staff development leaders to adjust the program to meet the needs of the individuals.

   One standard procedure which works well for many school districts is to have an evaluation form completed midway through a set of activities. The data can be quickly summarized and used for modifications. To make the survey especially effective, many staff development leaders will ask a small group of participants to discuss the survey results and recommend changes. When formative evaluation data are used to adjust or reinforce activities, the participants are pleased. However, one should be aware of the corollary. If formative evaluation reviews are done and needs are ignored, the participants can interpret this inaction as not caring.

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4. Do all teachers know why they are involved in the staff development activity, and how it deals with personal needs?

Yes ☐ No ☐ Uncertain ☐

By spending extensive time on a program, staff development leaders usually develop a thorough understanding of the goals of different inservice activities. It is appropriate to carry this phase of the program through to its logical next step—informing the participants about goals and objectives. Under no circumstances should a teacher go to a staff development session, required or voluntary, without knowing the basic goals of the session. Participants' awareness and readiness create a conducive environment where the exchange of ideas can take place.

5. Do the teachers see the staff development activities as a productive use of their professional time?

Yes ☐ No ☐ Uncertain ☐

Participants should view the activities as worthwhile. Care must be taken to state the time limit of the activity, the role of the participants, and the relationship of the activity to basic classroom instruction. Required attendance or participation in staff development activities is often governed by school districts' master contracts. Adherence to contract guidelines is necessary to maintain teacher association or union support.

Many school districts plan extensive staff development programs in which attendance is voluntary. Teachers who attend these staff development sessions ultimately have control over their content. That is, if they do not view them as a productive use of their time, they will not come.

Voluntary attendance at activities also promotes a more positive atmosphere. The participants who attend want to be there. The chronic complainers generally are absent. Voluntary attendance also encourages adaptability. When staff development attendance is compulsory and content is predetermined, participants are resistant.

6. Have potential distractions in the environment been minimized?

Yes ☐ No ☐ Uncertain ☐

Even the world's greatest activities cannot overcome certain distractions. The room, the location of activities, and the breaks for refreshment are all necessary considerations. Attention to these details in the planning phase can help to ensure success. Then staff development activities can be evaluated by the merits of the activities themselves.

Appendix B
A Decision-Making Checklist *

___ 1. Are the objectives of the staff development program clear?
- Are the objectives kept to a minimum?
- Are objectives identifiable and specific?
- Are the objectives stated in terms of what they seek to accomplish?

___ 2. Who is expected to benefit by the staff development program?
- Who will be part of the target population?
- What factors about the target population are important to understand?
  - degree of previous knowledge about the topic
  - preference of learning mode
  - individual and group aspirations and expectations
  - availability at given times

___ 3. Is the staff development program timely and relevant, and does it consider scheduling or participation constraints?
- What time constraints are there?
- When could the program be conducted?
- How much time is available?
- What is the appropriate time of the day? week? month?

___ 4. Is the staff development activity the most appropriate one, given the objectives to be achieved and the audience to be reached?
- Are there different types of activities for different levels of staff knowledge about the topic?
- Are activities individualized?

___ 5. What alternative activities would more effectively accomplish the objectives?
- Are they challenging and rewarding to participants?
- Do past evaluations from previous programs reveal what was effective?
- Are activities varied to postpone fatigue and hold interest?
- Do teachers have a participatory role?

___ 6. What media would be most successful, given the target audience and the desired objectives?
- Which are the most appropriate?
- Which are most unusual or imaginative?

___ 7. Can additional support for staff development programs be obtained?
- Can a consortium be formed?
  - school districts with common interests
  - university or college resources
  - state or federal agencies
  - professional groups or organizations
  - private companies
- Are there other funding possibilities?
  - state funds
  - federal funds
  - private foundations
- Could local agencies provide support?
  - businesses
  - banks
  - hospitals and other social service agencies
  - community groups or associations
  - parent-teacher associations

___ 8. Are the physicial facilities suitable?
- Should activities take place in a natural setting or in a location outside school?
- Is the facility readily accessible?
- Is the facility suited to the kinds of activities involved?
- Is the facility comfortable?

___ 9. Have adequate procedures been developed for evaluating programs or activities?
- Why—for what purpose?
- Who could best conduct the evaluation?
- What kind of instrument is needed?
- How will the results be used?
- When will evaluations occur?
- How will the results be shared?

___ 10. How will staff members be motivated to actively participate in and benefit from the staff development programs offered?
  - recognition of participants
  - cash stipends or extrinsic rewards
  - professional growth units
  - college credits
  - certificates
  - promotion or reclassification
  - release time
  - improved self-image
  - improved competencies

*This material was adapted from a report of the Phi Delta Kappa Commission on Professional Renewal (1977), chaired by James King, University of Akron. Used with the permission of Dr. King.

Table 1.

A CHECKLIST FOR SELECTION CRITERIA

What resources are required and available for the needs assessment?

1. Time involved for both client system and the consultant in the needs assessment effort:
   - a. in developing the data collection process
   - b. in administering or implementing the process
2. Money needed for the effort:
   - a. direct costs for processing a computerized survey
   - b. indirect costs for excusing staff from regular duties for interviews

To what degree will the needs assessment consultant and the client system be involved in the design and administration of the data collection effort?

What is to be gained by having the client system share responsibility for data collection:

1. in terms of increased awareness?
2. in terms of immediate problem solving simply as a result of surfacing the needs data?
3. in terms of commitment to take action on basic findings?

How "healthy" is the client system? Are there massive communication blocks that would preclude using certain collection methods such as group discussion?

For example:

It would be inappropriate to use a method that could produce a mountain of needs data if there was already a low limit on budget expenditures for a program response.

Who is to be involved in the data collection?

What are the reasons certain people were excluded or included?

What does the client system intend to do with the assessment?

What are the limits or plans for using the assessment results?

Do the client-system's decision-makers have a preference for one data collection method over another?

To what extent does the client system already KNOW the needs?

How clearly is the need already being articulated?

How much time-lag can there be between collecting the data and taking action?

What types of "needs" are to be uncovered:

1. needs felt by the actual or potential program participant?
2. needs which others (staff, for example) either observe or presume the program participant has or should have?

What degree of reliability or validity is needed by the client system to act on the data?

To what extent must program participants agree with or accept the results of the data collection effort?

How confidential or anonymous are the data to be?

What is the level of trust between the client system and the consultant in the needs assessment effort?

How good is the relationship?

How comfortable is the needs assessment consultant with a particular method?

		ADVANTAGES	DISADVANTAGES
OBSERVATION	• can be as technical as time-motion studies or as functionally or behaviorally specific as observing a new board or staff member interacting during a meeting • may be as unstructured as walking through an agency's offices on the lookout for evidence of communication barriers • can be used normatively to distinguish between effective and ineffective behaviors, organizational structures, and/or process	• minimizes interruption of routine work flow or group activity • generates in situ data, highly relevant to the situation where response to identified training needs/interests will impact • (when combined with a feedback step) provides for important comparison checks between inferences of the observer and the respondent	• requires a highly skilled observer with both process ar content knowledge (unlike an interviewer who needs, f the most part, only process skill) • carries limitations that derive from being able to colle data only within the work setting (the other side of th first advantage listed in the preceding column) • holds potential for respondents to perceive the observ tion activity as "spying"
QUESTIONNAIRES	• may be in the form of surveys or polls of a random or stratified sample of respondents, or, an enumeration of an entire "population." • can use a variety of question formats: open-ended, projective, forced-choice, priority-ranking • can take alternative forms such as Q-sorts, or slip-sorts, rating scales, either pre-designed or self-generated by respondent(s) • may be self-administered (by mail) under controlled or uncontrolled conditions, or may require the presence of an interpreter or assistant	• can reach a large number of people in a short time. • are relatively inexpensive • give opportunity of expression without fear of embarassment • yield data easily summarized and reported.	• make little provision for free expression of unanticipat responses • require substantial time (and technical skills, especial in survey mode) for development of effective instr ments. • are of limited utility in getting at causes of problems possible solutions. • suffer low return rates (mailed), grudging responses, unintended and/or inappropriate respondents
KEY CONSULTATION	• secures information from those persons who, by virtue of their formal or informal standing, are in a good position to know what the training needs of a particular group are: a. board chairman b. related service providers c. members of professional associations d. individuals from the service population • once identified, data can be gathered from these consultants by using techniques such as interviews, group discussions, questionnaires	• is relatively simple and inexpensive to conduct • permits input and interaction of a number of individuals, each with his or her own perspectives of the needs of the area, discipline, group, etc. • establishes and strengthens lines of communication between participants in the process	• carries a built-in bias, since it is based on views of thos who tend to see training needs from their own individu or organizational perspective • may result in only a partial picture of training needs du to the typically non-representative nature (in a statistic sense) of a key informant group
PRINT MEDIA	• can include professional journals, legislative news/notes, industry "rags," trade magazines, in-house publications	• is an excellent source of information for uncovering and clarifying normative needs • provides information that is current, if not forward-looking • is readily available and is apt to have already been reviewed by the client group	• can be a problem when it comes to the data analysis ar synthesis into a useable form (use of clipping service key consultants can make this type of data mo useable)
INTERVIEWS	• can be formal or casual, structured or unstructured, or somewhere in between • may be used with a sample of a particular group (board, staff, committee) or conducted with everyone concerned • can be done in person, by phone, at the work site or away from it	• are adept at revealing feelings, causes of and possible solutions to problems which the client is facing (or anticipates); provide maximum opportunity for the client to represent himself spontaneously on his own terms (especially when conducted in an open-ended, non-directive manner)	• are usually time consuming • can be difficult to analyze and quantify results (especia ly from unstructured formats) • unless the interviewer is skillful, the client(s) can eas be made to feel self conscious • rely for success on a skillful interviewer who can gene ate data without making client(s) feel self-consciou suspicious, etc.
GROUP DISCUSSION	• resembles face-to-face interview technique, e.g., structured or unstructured, formal or informal, or somewhere in between • can be focused on job (role) analysis, group problem analysis, group goal setting, or any number of group tasks or themes, e.g., "leadership training needs of the board" • uses one or several of the familiar group facilitating techniques: brainstorming, nominal group process, force-fields, consensus rankings, organizational mirroring, simulation, and sculpting	• permits on-the-spot synthesis of different viewpoints • builds support for the particular service response that is ultimately decided on • decreases client's "dependence response" toward the service provider since data analysis is (or can be) a shared function • helps participants to become better problem analysts, better listeners, etc.	• is time consuming (therefore initially expensive) both f the consultant and the agency • can produce data that are difficult to synthesize ar quantify (more a problem with the less structured tec niques)
TESTS	• are a hybridized form of questionnaire • can be very functionally oriented (like observations) to test a board, staff, or committee member's proficiency • may be used to sample learned ideas and facts • can be administered with or without the presence of an assistant	• can be especially helpful in determining whether the cause of a recognized problem is a deficiency in knowledge or skill or, by elimination, attitude • results are easily quantifiable and comparable	• the availability of a relatively small number of tests th are validated for a specific situation • do not indicate if measured knowledge and skills a actually being used in the on-the-job or "back hor group" situation
RECORDS, REPORTS	• can consist of organizational charts, planning documents, policy manuals, audits and budget reports • employee records (grievance, turnover, accidents, etc.) • includes minutes of meetings, weekly/monthly program reports, memoranda, agency service records, program evaluation studies	• provide excellent clues to trouble spots • provide objective evidence of the results of problems within the agency or group • can be collected with a minimum of effort and interruption of work flow since it already exists at the work site	• causes of problems or possible solutions often do n show up • carries perspective that generally reflects the past situ tion rather than the current one (or recent changes) • need a skilled data analyst if clear patterns and tren are to emerge from such technical and diffuse raw da
WORK SAMPLES	• are similar to observation, but in written form • can be products generated in the course of the organization's work, e.g., ad layouts, program proposals, market analyses, letters, training designs, or • written responses to a hypothetical, but relevant case • study provided by the consultant	• carry most of the advantages of records and reports data • are the organization's data (its own output)	• case study method will take time away from actual wo of the organization • need specialized content analysis • analyst's assessment of strengths/weaknesses di closed by samples can be challenged as "too su jective"

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TABLE 1. ADVANTAGES AND DISADVANTAGES OF NEEDS ASSESSMENT TECHNIQUES

Beneath each technique the relevant source of data is identified.
"I" indicates individual; "O" indicates organization; and "S" indicates society.
Some strategies are useful for all three sources.

TECHNIQUE	ADVANTAGES	DISADVANTAGES
1. Advisory Groups (I, S) *Groups composed of selected persons who can provide relevant input for program planning.*	1. Provides opportunity for input from representatives of target audience groups. 2. Provides opportunity for input from key persons who represent areas other than target audience; i.e., mass communication, third party payer. 3. Provides input for technological changes, innovations, and changes in procedures which impact nursing practice.	1. Requires organization and careful planning to maximize value of input. 2. Time consuming for participants.
2. Analysis of Patient Charts (O, S) *Systematic study of at least ten charts with a selected focus. Carried out by the educator or a person with expertise in the particular clinical area being focused upon.*	1. Identifies type of patients with particular problems. 2. Identifies number of patients with a particular problem. 3. Identifies by commission or omission clinical and writing strengths and weaknesses of nurses.	1. Medical records may not be organized to provide for easy access to date. 2. Patients may have complex problems involving need for a series of nursing interventions.
3. Attending Professional Meetings (I, S) *Local, state, national, and international meetings related to nursing and/or allied health areas.*	1. Diverse ideas can be shared. 2. Trends can be discussed. 3. Needs and trends of clinical areas may be identified.	1. Topics may be comprehensive, broad, and difficult to analyze for needs assessment. 2. If the meeting is only held for education directors, the input may be biased. 3. Specialty groups have narrow range of focus.
4. Analysis of professional nursing literature. (S) *Systematic review of at least the previous six months of pertinent nursing journals. Advisory committee members can be recruited to help.*	1. Excellent means to identify trends. 2. Basis for using theory to impact practice.	1. Must analyze and synthesize many articles to determine possible trends. 2. Requires time and thought to compare and contrast views of diverse authors. 3. Some articles are outdated by the time they are printed.
5. Analysis of nonnursing literature. (S) *Systematic and/or random review of key journals, i.e.,* Scientific American, Consumer Report, Time, Newsweek, Psychiatry Today, *etc.*	1. Provides for overview of broad complex sociocultural forces impacting nursing. 2. Provides ideas and resources for applying content developed in another field to nursing.	1. Sometimes data is diffuse and contradicting. 2. Propaganda is difficult to discuss in regard to motivational aspect behind written materials.
6. Checklist (I, O) *Sample questionnaire where answers are checked off.*	1. Can be completed quickly. 2. Can be used with groups or individuals. 3. Can be completed at work or at home.	1. Time to prepare list. 2. Usually does not allow for open-ended questions.

TABLE 1 continued

7. Competency-Based Model (I, O, S) *A series of statements that identify expected performance or behavior.* Davis points out that the series of statements in a competency-based model should describe the "what" and "how" characteristics of a person who is "good" in a particular area.* For example, a "good" nurse manager performs a performance appraisal ("what") by following all the "steps" in this process ("how"). NOTE: The steps should be clearly identified.	1. If competencies are clearly identified, individuals or education directors have clear terminal goals. 2. Clarity of terminal goals provides basis for determining more than one means to obtain goal. 3. A competency-based model can be used for course objectives. 4. Learner can participate in need identification.	1. Requires careful analysis and conclusions from diverse data. 2. Requires general knowledge base for each competency area. 3. Need to involve "experts" in determining basic competencies.
8. Interacting Group (I,O) *Group formed primarily for the purpose of problem solving. For example, how do we offer a course this year in physical assessment?*	1. Provides opportunity for diverse brainstorming. 2. Allows for wide range of solutions.	1. Some individuals may be intimidated by group and not share individual concerns. 2. Solution may not be easily developed into a program.
9. Job Analysis (I, O, S) *Identifies the purpose of the job; the major tasks it involves; the work setting; and the qualifications of the worker for the job. (Often the first step in developing a "competency-based" model.)*	1. Identifies competencies needed to perform specific practice tasks related to organized goals. 2. Determines qualifications necessary for position and thus sets baseline for competency.	1. Requires basic understanding and skill in performing job analysis. 2. Time consuming.
10. Job Descriptions (O, S) *Outlines basic responsibilities of worker.*	1. Identifies basic job skills needed for a specific job title. 2. Provides data base to compare and contrast levels of responsibilities.	1. Many job descriptions are too biased to identify specific learning needs. 2. Job descriptions may not change as needed to reflect current role functions.
11. Minutes of Meeting (O) *A systematic review of selected meetings (i.e., quality assurance, infection control.)*	1. Identifies need for specific skill. 2. Provides for assessment of gaps between education and practice.	1. Minutes may not give sufficient overview. 2. Minutes may be incomplete.
12. Observation *Random or systematically gathered data related to performance of certain jobs by the director of education, head nurse, peers, advisory committee members, etc.*	1. Provides supporting data to reject or confirm notions about learning needs. 2. Identifies specific needs for various jobs performance. 3. Often identifies "unexpected needs" (i.e., missing data relevant to orientation.)	1. Time consuming. 2. Random observations may be influenced by "gut feeling" reaction.

TABLE 1 continued

13. Personal Interviews (I,O) *Individual conferences with target representatives.*	1. Provides opportunity to develop interpersonal relationships. 2. Gives picture of current situation. 3. Can be used for formal or informal data collection.	1. Time consuming. 2. Some individuals may have difficulty identifying needs. 3. Some individuals may have difficulty articulating needs.
14. Rediagnosis (I) *Assessment at the end of the program in which participants look at what they have achieved, see if their newly developed competencies meet the desired level of competency, and identify additional learning needs.*	1. As a systematic part of every education offering, it provides continuous feedback. 2. Learners will be sensitive to discrepancies between what they have learned and learning needs that remain.	1. Time consuming for participants to complete. 2. If participants did not like course, frustration may affect validity of responses.
15. Spontaneous Expression (I) *Suggestions/unsolicited ideas from members of the target groups.*	1. Encourages self-diagnosis of learning needs. 2. Enhances interpersonal relationship between education director and target audience.	1. Requires motivation. 2. Requires aggressiveness. 3. One or two people can speak *as if they* represent fifty nurses, thus requires validation with the target group.
16. Supervisor Ratings (O) *Process that asks supervisors to identify educational needs of subordinates. Individuals can be protected by not eliciting specific examples, but asking for the three major needs supervisors perceive in their staff.*	1. Provides for identification of specific areas of weakness. Provides data base to compare and contrast unit ratings.	1. Supervisors may be influenced by personality rather than performance. 2. Requires cooperation from each supervisor. 3. Need as identified by supervisor may differ markedly from need identified by staff nurse.
17. Telephone Survey (I) *Quick calls made to about 10–15 persons in target groups.*	1. Can provide quick response. 2. Relatively inexpensive.	1. Requires time for introducion if rapport not established. 2. Generally requires more than one phone call due to absences and busy signals. 3. Unpredictable, in that person doing survey can have considerable effect (positive or negative) upon the results.
18. Written Surveys—mailed or distributed "in-house" (I) *Tool that systematically gathers a large amount of data. (See special section on written surveys in this article.)*	1. Written data from which to form conclusions. 2. Can make comparisons within and between groups. 3. Provides opportunity for diverse input from target audience. 4. Allows target audience an opportunity to express preferences about a variety of areas: a) topical interests; b) mode of learning; c) place of study; d) cost factors; e) barriers to learning/attendance at offerings; f) time for study; g) day of the week. 5. Can reach wide geographic distribution.	1. Can be time consuming. 2. High direct and indirect cost; i.e., mailing analysis. 3. Must be largely representative of target audience. 4. Must include at least 10 percent of target audience. 5. An opinion expressed on a questionnaire may not reflect commitment on part of the respondent to support a particular education offering. 6. Poor return rate of mailed questionnaire.

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*Davis, L. *et al.*, *Planning, Conducing and Evaluating Workshops*. Austin, Texas. Learning Concepts, 1975, p. 8.

Implementation

It is not enough to be an experienced and dedicated adult educator. Staff development leaders must also know how to plan and prepare well. They must know the most recent theory and practice of staff development delivery and find competent staff developers to assist them in this process. Staff development leaders must know what content areas are needed as well as the most appropriate techniques to teach them. They must provide feedback and coaching for application and transfer of skills and strategies to the classroom.

Staff Development Delivery

Staff development is delivered through both preservice and inservice training. Preservice for adult basic education instructors includes whatever training received before an instructor begins teaching. This preservice may be provided by the state or local district or staff development consortium. Preservice for volunteer instructors may be either provided by the adult education program or by the local literacy volunteer programs affiliated with LLA or LVA. Most volunteers trained by LLA or LVA receive between 12 and 18 hours of preservice training in reading and writing instruction as well as in using the materials recommended by the local ABE programs.

Pelavin and Associates point out that, "inservice training in adult education is of greater importance than in elementary and secondary education because of the lack of formal preservice training opportunities available for adult education teachers and volunteer instructors" (p.21). In Ohio, as elsewhere in the U.S., ABE programs usually provide inservice training through workshops sponsored by a local district, a regional consortium, or by a state-funded project, professional organization, and attendance at conferences. Inservice for volunteers varies among the ABE districts and consortia in Ohio. Some provide inservice for volunteers along with their ABE instructors. Others depend on the LLA councils and LVA affiliates to do their own inservice programs because of the lack of funds to support volunteer inservice. ABE programs have also used both the LLA and LVA training as inservice for their regular ABE instructors because of the lack of preservice training, especially for adult literacy learners. ABE programs are increasingly using LVA's training, for example, because they recognize that LVA continues to produce up-to-date, theory-based, field-tested techniques that are appropriate to the ABE setting.

Training Delivery Formats

According to Pelavin and Associates (1991) a majority of adult education teacher and volunteer instructor training is delivered through single workshops or conferences. Many utilize multiple formats, however. In fact, "newer and potentially promising delivery formats seem to be emerging, while still other training delivery modes are suggested by the literature" (p.22).

Traditional Delivery Formats

Staff development for ABE in Ohio usually takes the form of single workshops and single training conferences. These workshops may consist of a three hour session and usually focusses on a specific topic, such as recruitment or motivation, and participants generally do not receive any follow up training. Leaders of these sessions are often from the local adult education programs, sometimes consultants are hired for this purpose.

Conferences are another vehicle for staff development training. The three-day OACCE Conference is an example of a state- wide conference which serves as an annual inservice for many ABE instructors. Pelavin and Associates (1991) have emphasized what we already know in regard to these traditional formats.

> These traditional formats for staff development delivery persist and predominate despite the literature ... suggesting that single, "one-shot" staff development experiences are not as effective as longer-term, multiple-session approaches that enable practitioners to acquire new concepts and skills, to practice them, and receive feedback (pp.22-23).

... "single, 'one-shot' staff development experiences are not as effective as longer-term, multiple-session approaches that enable practitioners to acquire new concepts and skills, to practice them, and receive feedback."

Other Traditional Delivery Formats

Other "traditional" formats identified by Pelavin and Associates include workshop series, training institutes and university coursework. Such workshop series often involve sequential three- or four-hour training sessions with each session building on another. Training institutes may include full-day sessions over a period of days and may be followed up by some inservice later in the year. University coursework typically lasts over a period of weeks or months with academic credit being offered upon completion.

These formats are different from those previously described in that they not only offer participants the opportunity to practice what they have learned but they also receive additional training.

> When training goes beyond "one-shot" workshops there is a greater likelihood to follow-up on what has been taught previously to ensure that knowledge and skills that have been learned are transferred to the classroom (p.24).

Formats Emerging From the Literature

There are other, more promising formats emerging from the literature identified by Pelavin and Associates. Teachers have become "more creative and assertive" in attempting to meet their own teaching/learning needs. Some ways in which teachers have become more active in their professional growth as instructors include ***self-directed learning, peer coaching, and action research.*** According to Pelavin and Associates, "these offer promising formats for providing training to adult education teachers and volunteer instructors" (p.24).

One strategy for ***self-directed learning*** is offered in this section of the guide, "ABE Staff Development: A Self-Study Guide," (1987). Self-directed learning in the context of staff development for ABE involves the teacher or volunteer instructor deciding on an area in which training is needed. "Such an approach is a rational outcome of the development and wide acceptance of the use of self- directed learning for adult learners that has emerged over the past decade or more" (p.25).

Peer coaching is an example of developments made in the 1980s of "teachers teaching teachers" which also include peer observations and peer evaluation. Peer coaching allows teachers the opportunity to practice new skills in a non-threatening environment after multiple demonstrations during initial training. Thus, peer coaching provides practice in mastering particular skills as well as support systems necessary to transfer new learning to the classroom. Peer coaching should become part of the follow-up of workshops and training sessions. Peer coaching provides many benefits.

Some ways in which teachers have become more active in their professional growth as instructors include:
- self-directed learning
- peer coaching
- action research

> When a group of four to six teachers observes each other regularly, they not only give technical feedback to each other, they can receive it vicariously while watching others on the team provide it. Among them, they will also produce a

> number of fine practices that constitute further demonstrations and from which they can obtain ideas for maximizing their use of the model (Joyce and Showers, 1984 in Pelavin and Associates, 1991, p.26).

Whatever the format, the staff development leader must take responsibility for managing the learning experiences for the ABE/ESL teachers and volunteer instructors. Various techniques, along with a rationale to match them to desired behavioral outcomes have been identified (Knowles, 1980) and are included as an appendix to this section of the guide. In addition, types of devices which may be used as materials with the various techniques are identifed.

A resource book developed by the Department of Education (1983) identified five major components to supervised practice and feedback:

(1) Presentation of theory or description of skill or strategy;
(2) Modeling or demonstration of skills or models of teaching;
(3) Practice in simulated and classroom settings;
(4) Structured and open-ended feedback (provision of information about performance);
(5) Coaching for application (hands-on, in-classroom assistance with the transfer of skills and strategies to the classroom) (p.47).

It is recognized that coaching can make a major difference in a staff development inservice program. However, "follow-up strategies need to be considered before the program is implemented" (p.47).

Department of Education Resource Guide contains Five Major Components to Supervised Practice and Feedback

Action research is the third area identified by Pelavin and Associates as a staff development training format emerging from the K-12 literature. This delivery approach focusses on the "teacher as researcher" and encourages teachers to improve their ability to reflect on their own practice.

> Through action research, teachers identify questions that interest them and plan for and conduct systematic inquiry in their own teaching environments as they work with their own students. They keep careful records of their observations from specified periods pertaining to the progress of particular learners using particular materials, or in response to particular strategies or innovations. The information and insights gathered through this process are used by teacher-researchers to improve their own practice and/or to share with others (pp. 26-27).

In addition, Pelavin Associates have summarized elements associated with effective staff development in regard to delivery of training services:

- Experienced and dedicated training administrators and staff
- Decentralized training services
- Systematic follow-up
- Evaluation of training services

The need for decentralized training services relate to the components of effective inservice training. It is believed that feedback and coaching could only be accomplished through a local staff development effort. The evaluation of training services will be discussed in the evaluation section of this guide.

Characteristics of a Competent Staff Developer

Previous studies (Ohio Department of Education, 1983) have recommended the use of local teachers and administrators to conduct ABE staff development training. "Local talent should always be considered. Even greater time, attention, and deliberation are required when contracting with presenters from outside the district because they are often unknown" (p.52). Determining the needs of participants and the staff development objectives will help in the selection of a consultant/trainer. It is further recommended that any criteria established should be supplemented by a phone call interview and colleagues' impressions.

The National Adult Basic Education (ABE) Development Consortium (1986) identified competencies for a staff development trainer.

A competent staff developer:

- is knowledgeable about the topic
- has clear objectives in mind
- is well organized
- keeps on schedule
- explains procedures and gives directions for all activities
- adheres to the topic
- uses audio/visual materials skillfully
- allows time for questions
- provides opportunity for practice
- uses active involvement techniques
- avoids straight lecture method
- maintains balance between group participation and presentation of information
- demonstrates ideas and strategies with classroom examples
- demonstrates materials that have immediate use in classroom

A checklist for selecting and assessing consultants developed by the Ohio Department of Education (1983) is also included in the appendix of this section of the guide.

Principles and Techniques

The National ABE Staff Development Consortium (1986, 1987, 1988) has developed guides which identify principles and techniques suitable for adult basic education. Of 70 principles identified, 17 were ranked as "very appropriate for ABE."

These highly ranked general principles stress the importance of a positive climate for professional development, including both physical and psychological comfort. Participants are valued for their experience and professionalism, and activities relate to individuals' conceptual framework.

Staff development activities are more likely to be successful when the participants choose their involvement and when training is linked to an individual professional development plan.

While staff development is seen as an on-going process, activities focus on goals that are meaningful and attainable, given the limitations of ABE programs.

Evaluation is an integral component of ABE staff development, providing feedback on effectiveness, employing a variety of techniques, and influencing future planning and implementation of staff development activities.

"Staff development activities are more likely to be successful when the participants choose their involvement and when training is linked to an individual professional development plan."

In planning the staff development program, participant and program needs are assessed. Also, participants must know what will be expected of them during the activities, what they will be able to do when the experience is over, and how they will be evaluated. During the training, new practices are clearly and explicitly presented by credible staff developers. Then opportunities are provided for colleagues to discuss the application of practices in their ABE programs.

Top Five Techniques

Of the 39 techniques identified in these studies, five were ranked as "very appropriate for ABE."

① For teaching practices that require complex thinking skills, more time and practice should be provided.

② Nonjudgmental feedback, support and technical assistance are critical when training staff to practice new approaches.

③ Training should reinforce the perception of adult educators as "facilitator" (vs. teachers).

④ ABE curriculum development, improvement of instruction, and inservice education should be closely related.

⑤ A competent ABE staff developer is well organized, knows and adheres to the topic, facilitates questions, provides opportunity for practice, demonstrates ideas, strategies, and materials, and among other things, "walks on water" (Principles and Techniques, 1987).

One article in particular, "Effective ABE Staff Development: A Self-Study Guide," (1987), is for ABE teachers and administrators. It is based on the Principles and Techniques for Effective ABE Staff Development developed by the National ABE Staff Development Consortium.

The guide contains six general principles which address:

- collaborative planning
- institutional policy
- conditions of training
- training processes
- individual learner needs
- evaluation

"Of the 39 techniques identified in these studies, five were ranked as "very appropriate for ABE."

The self-study components include a set of diagnostic questions relating to each principle, a section for planning the application of the principles, a section for assessing performance, and a page for planning program improvement activities. This study guide is included in the appendix of this section of the guide.

Components of Effective Inservice Training

In terms of effective delivery of staff development for ABE, five components have been identified and described (Ohio Department of Education, 1983):

Theory	provides rationale and description of the skills or technique, including potential uses
Modeling	enacts the teaching strategy or skill
Practice	gives experience with a new skill or strategy
Feedback	offers a system for observing teaching behavior and provides the opportunity to reflect on teaching
Coaching	supplies support, technical assistance, and commitment to the teacher

These components are further described in the appendix for this section of the Guide. For each component, descriptions of how to accomplish each, their benefits as well as additional comments are supplied.

Content of Staff Development Inservice

Although staff development for ABE may include a wide variety of content areas, overall categories of emphases have included both subject matter content and pedagogical content.

Pelavin Associates have summarized elements associated with effective staff development in regard to content of training services:

- Training in response to teachers' and volunteer instructors' needs
- Incorporation of up-to-date information within training
- Practice-oriented, learner-centered instructional approach
- Active involvement of teachers and volunteer instructors in training
- Training on appropriate content areas

Content Areas Suggested by the Research Literature

Subject Matter Content

- Reading and writing -- literacy learning environments; engaging reading and writing in the learners' own terms
- Mathematics -- real life applications
- Second language acquisition (for ESL)
- Higher order thinking skills

Pedagogical Content

- Knowledge of adult learners
- Diagnosis of learner needs with learning
- Identification and teaching of adults with learning disabilities
- Cultural awareness
- Establishing a positive learning environment
- Providing opportunities for success
- Providing an awareness of progress and achievement
- Appropriate patterns of learner-teacher interaction
- All of the various approaches for second language teaching

(Pelavin Associates, 1991)

Continuing Education Units

An application for renewal of your organization's continuing education provider status for fiscal year 1992 is included as an appendix for this section of the Guide. Upon notification of application approval, your organization will have authority to issue Ohio Department of Education continuing education unites for fiscal year 1992.

A Training Manual, Ohio Dept. of Education, 1983

Appendix B: Components of Effective Inservice Training

COMPONENT	WHAT IT DOES	HOW TO DO IT	WHAT GOOD IS IT?	COMMENTS
THEORY	Provides rationale and description of the skill or technique, including potential uses.	Readings, lectures, films, discussions.	Raises awareness; increases conceptual control of a subject.	When used alone, theory rarely results in skill acquisition or transfer of skills into the classroom.
MODELING OR DEMONSTRATION	Enacts the teaching strategy or skill.	Live demonstration with adults; films, television, or other media.	Has considerable effect on awareness; some effect on knowledge; increases mastery of theory.	Modeling alone is unlikely to result in the acquisition or transfer of skills unless accompanied by other components.
PRACTICE	Gives experience with a new skill or strategy.	Simulation of the event with peers or small groups	Once awareness and knowledge have been achieved, practice is an effective way of acquiring skills and strategies.	Practice is an extremely effective way to develop competence in a wide variety of classroom techniques.
FEEDBACK	Offers a system for observing teaching behavior and provides the opportunity to reflect on teaching.	Can be self-administered; provided by peers, observers, coaches, on a regular or occasional basis.	Results in greater awareness of one's teaching behavior and knowledge about alternatives.	Changes in behavior will persist as long as feedback continues; then behaviors gradually return to the original point.
COACHING	Supplies support, technical assistance, and commitment to the teacher.	Use other teachers, supervisors, professors, curriculum consultants as coaches.	Helps teachers to analyze content and approach and make plans to help students adapt.	This element is especially necessary in the mastery of new approaches or skills; it encourages

TECHNIQUES FOR HELPING ADULTS LEARN

(taken from Malcolm Knowles, *The Modern Practice of Adult Education*. pp 239-240)

1) Presentation Techniques

-lecture
-debate
-dialogue
-interview
-symposium
-panel
-group interview
-demonstration
-colloquy
-audiocassette
-programmed instruction
-multimedia packages
-motion picture
-slides
-dramatization
-recording, radio
-exhibits
-trips
-reading

2) Audience-participation Techniques (large meeting)

-question-and-answer period
-forum
-listening teams
-reaction panel
-buzz groups
-audience role playing
-expanding panel

3) Discussion Techniques

-guided discussion
-book-based discussion
-group-centered discussion
-problem-solving discussion
-case discussion
-Socratic discussion

4) Simulation Techniques

-role playing
-critical-incident process
-case method
-in-basket exercises
-games
-action maze
-participative cases

5) T-Group (Sensitivity Training)

6) Nonverbal exercises

7) Skill-practice Exercises, Drill, Coaching

"The ability to select the most effective techniques for a given purpose is probably best developed through well-evaluated experience, but two simple guidelines may help. The first guideline is to match the technique to the objective. Certain techniques are more effective in halping to bring about certain types of behavioral change than others. For example, a lecture may be an effective technique for increasing knowledge, but it has little impact on attitude. An attempt to indicate the most effective techniques for accomplishing particular types of behavioral changes is portrayed in Exhibit 31. The second guideline is the principle of participation: Given a choice between two techniques, choose the one involving the students in the most active participation

(Exhibit 31 in M. Knowles, The Modern Practice of Adult Education. p. 240)

Type of Behavioral Outcome	Most Appropriate Techniques
1. Knowledge (Generalization about experience; internalization of information)	Lecture, television, debate, dialog, interview, symposium, panel, group interview, colloquy, motion picture, slide film, recording, book-based discussion, reading
2. Understanding (Application of information and generalizations)	Audience participation, demonstration, motion picture, dramatization, Socratic discussion, problem-solving discussion, case discussion, critical incident process, case method, games
3. Skills (Incorporation of new ways of performing through practice)	Role playing, in-basket exercises, games, action mazes, participative cases, T-Group, nonverbal exercises, skill practice exercises, drill, coaching
4. Attitudes (Adoption of new feelings through experiencing greater success with them than with old)	Experience-sharing discussion, group-centered discussion, role playing, critical incident process, case method, games, participative cases, T-Group, nonverbal exercises
5. Values (The adoption and priority arrangement of beliefs)	Television, lecture (sermon), debate, dialog, symposium, colloquy, motion picture, dramatization, guided discussion, experience-sharing discussion, role playing, critical incident process, games, T-Group
6. Interests (Satisfying exposure to new activities)	Television, demonstration, motion picture, slide film, dramatization, experience-sharing discussion, exhibits, trips, nonverbal exercises

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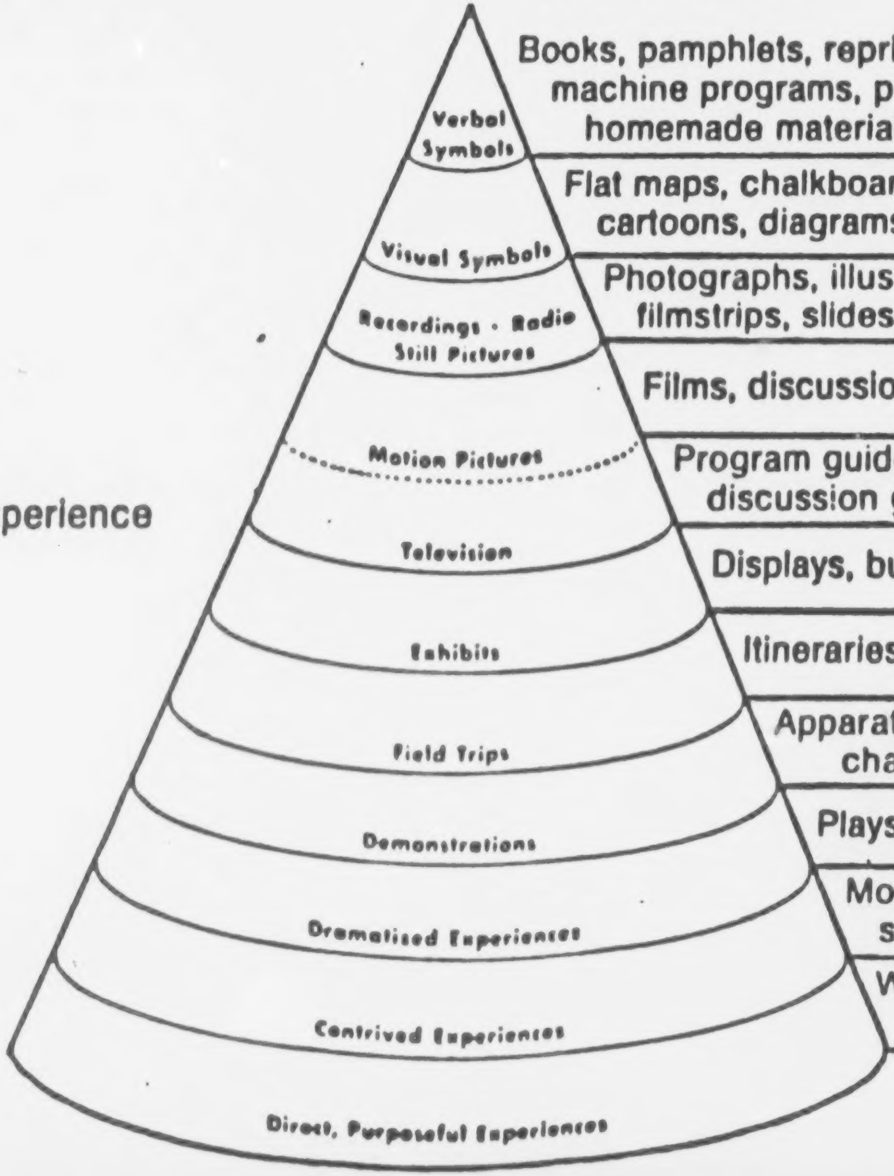
THE CONE OF EXPERIENCE[14]

Abstract

Scale of
Sensory Experience

Concrete


Verbal Symbols
Visual Symbols
Recordings · Radio Still Pictures
Motion Pictures
Television
Exhibits
Field Trips
Demonstrations
Dramatized Experiences
Contrived Experiences
Direct, Purposeful Experiences

Types of Materials

Books, pamphlets, reprints, teaching machine programs, programmed texts, homemade materials.

Flat maps, chalkboards, sketches, cartoons, diagrams, charts, graphs.

Photographs, illustrations, filmstrips, slides, recordings.

Films, discussion guides.

Program guides, video tapes, discussion guides.

Displays, bulletin boards, posters.

Itineraries, observation guides.

Apparatus, raw materials, chalkboard.

Plays, scripts, puppetry.

Models, mock-ups, objects, specimens.

Work sheets, observation guides, manuals.

Staff Development Content Areas

General Basic Education for Adults
Program Administration
Counseling
Teaching English as a Second Language
Teaching Reading
Teaching Writing
Teaching in a Credential Program (GED)
Teaching Math
Others.

Examples of specific topics might include:

Adult Learning Styles/Teaching Strategies (General)
Teaching Critical Thinking/Creative Thinking (General)
Developing a Curriculum (General)
Integrating Reading and Writing (Writing)
Proposal Writing (Administration)
Working with Students Who Are Having Trouble Learning (General)
Linking Basic Education with Vocational Training and Higher Education (General)
Student Motivation and Retention (Counseling)
Cross-Cultural Aspects of Counseling (Counseling)
Managing a Volunteer Program (Administration)
Program Evaluation (Administration)
Improving Your Skills in Small Group Instruction (General)
Diagnosis and Assessment of Students (General)
"Teaching from Strengths"/Cultural-Based Uses of Language (General)
Computer Assisted Instruction/Computer Managed Instruction (General)
Teaching Study Skills (General)
The New 1988 GED (Credential)
Introduction to Counseling ABE/ESL/Vocational Students (General)
Staff Supervision and Evaluation (Administration)

Staff development training manuals might also include information on the following:

- Survival Skills for Instructors
    - Time Management
    - Stress Management
    - Interpersonal Relations
    - Adult Life Cycles
    - Career Development
    - Professional Development
    - Professional Organizations

- Intake and Counseling
    - Intake
    - Counseling
    - Career/Life Planning
    - Facilitating Personal Development of Student

- Assessment
    - Placement
    - Evaluation
    - Prediction
    - Vocational
    - Special Populations (LD, ESL)
    - Test Taking

- Learning Styles
    - Cognitive Styles
    - Affective Style
    - Physiological Style
    - Application of Learning Style Theory

- Curriculum Integration
    - Academic
    - Vocational
    - Social and Daily Living Skills
    - Personal Skills (IEPs)

- Techniques in ABE
  - Getting Started
  - Going On
  - Keeping Ahead
  - Holding On
  - Finishing Off
  - Reaching Out

- Selected Populations
  - Displaced Homemakers
  - Handicapped Adults
  - Learning Disabled (LD)
  - Non-English Speaking Adults
  - Older Adults

- Record Keeping
  - Quarterly Attendance Report
  - Adult Basic Education Roll
  - Adult Education Annual Program Report
  - Profile Sheet
  - Personal Data Sheet
  - Sample Evaluation Sheets
  - Attendance Report
  - Volunteer Activity Reports

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS
43266-0308

TED SANDERS
SUPERINTENDENT OF
PUBLIC INSTRUCTION

Decade of
EDUCATIONAL
PROGRESS
1990 2000

JERRY L. KLENKE
DIRECTOR
Division of Teacher Education
and Certification
Room 1012
65 South Front Street
(614) 466-3593

TO: Prospective CEU Provider

* FROM: Division of Teacher Education and Certification, Rm: 1015

RE: Administrative Responsibility for CEUs

* DATE: October 1, 1991

Administrative responsibilities for Ohio Department of Education Continuing Education Units have been transferred from the Division of Inservice Education to the Division of Teacher Education and Certification. Please direct all correspondence and inquiries to:

Ohio Department of Education
Division of Teacher Education and Certification
Continuing Education Units
65 S. Front St., Room 1012
Columbus, OH 43266-0308

Phone: 614-466-3593

Please note that any mention of the Division of Inservice Education in the Guidelines for Providers should be read as Division of Teacher Education and Certification.

An Equal Opportunity Employer

CONTENTS

Part I—Narrative

Introduction 2

Purpose 2

Acknowledgment 2

Instructions for Filing Necessary Forms As Provider of Ohio Department of Education Approved Continuing Education Units 3

Application 3

Prospectus 3

Promotional Material and Agenda Content Checklist 4

Reporting Requirements 5

Fee System 5

Management of Records 6

Certificate 6

On-Site Evaluation 6

Summary of Process 6

Application Form 7-8

Prospectus Form 9-10

Participant Evaluation Summary Report Form 11

Appendices

Appendix A: Address Sheets 13-14

Appendix B: CEU Procedures for Electronic Transfer 15-16

Appendix C: Certificate of Continuing Education Units 16

INTRODUCTION

Administrative Code Section 3301-22-01 provides for "Ohio Department of Education Approved Continuing Education Units" effective January 1. 1985. revised October 1. 1986. Professional associations and organizations. colleges and universities. and other institutions and school districts must be approved by the Ohio Department of Education. Division of Inservice Education. to provide "Ohio Department of Education Approved Continuing Education Units." Eligibility may be established by following the guidelines set forth in this document. Questions regarding "Ohio Department of Education Approved Continuing Education Units" should be directed to the Ohio Department of Education, Division of Inservice Education, Room 611, 65 South Front Street, Columbus, OH 43266-0308; telephone 614/466-2979.

PURPOSE

Ohio Department of Education approved continuing education units are a means of documenting inservice education programs and activities. They may be used for the attainment of goals that are connected with personal and professional development. They may also be used to renew certain certificates or licenses issued by the Ohio Department of Education.

Providing Ohio Department of Education approved continuing education units can be an effective way for professional associations and organizations, colleges and universities, and other institutions and school districts to broaden their leadership capabilities. Continuing education units should not, however, be regarded as a reward for participating in activities which maintain or advance the affairs of the provider.

All programs offered for continuing education units are to be designed to meet the educational needs of the intended audience; have clear goals and learning outcomes; employ appropriate content, methods, and delivery systems; and have effective learning assessment procedures.

ACKNOWLEDGMENT

In the development of Administrative Code Section 3301-22-01 and these guidelines, contributions were made by the Council of the Continuing Education Unit through its publications entitled, *The Continuation Unit: Criteria and Guidelines*, and *Principles of Good Practice in Continuing Education*. It is recommended that districts and institutions study the latter publication prior to developing programs for Ohio Department of Education approved continuing education units. It may be obtained by writing to the Council on the Continuing Education Unit, 13000 Old Columbia Pike, Silver Springs, MD 20904, 301/384-6771.

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REVISED 5 90

GUIDELINES FOR PROVIDERS
OF OHIO DEPARTMENT OF EDUCATION APPROVED CONTINUING EDUCATION UNITS

OHIO DEPARTMENT OF EDUCATION
DIVISION OF INSERVICE EDUCATION
65 SOUTH FRONT STREET, ROOM 611
COLUMBUS, OHIO 43266-0308

INSERVICE EDUCATION

INSTRUCTIONS FOR FILING NECESSARY FORMS AS PROVIDER OF OHIO DEPARTMENT OF EDUCATION APPROVED CONTINUING EDUCATION UNITS

Application

Information provided on the application will help the Ohio Department of Education to determine if the criteria set forth in Administrative Code Section 3301-22-01 are being met (see Rule for Ohio Department of Education CEUs). When completing the application, please observe that agencies must establish evidence that they are experienced providers of inservice education, and that they can potentially serve any of the groups eligible to renew their certificates or licenses with the Ohio Department of Education.

Upon notification of application approval, the provider will have authority to issue Ohio Department of Education approved continuing education units. Applications must be submitted annually on a fiscal year basis. The Ohio Department of Education will assign a provider identification number to be used to facilitate communication between the provider and the Ohio Department of Education. Previously approved Ohio Department of Education providers should complete Parts I and II only. First time applicants should complete the entire application form.

Prospectus

Upon notice of application approval, a prospectus may be prepared. One completed copy of the prospectus, with stapled attachments, must be received by the Ohio Department of Education, Division of Inservice Education, **a minimum of two weeks prior to implementation of each program.** Program numbers will be assigned by the Ohio Department of Education. A letter of acknowledgment will be sent and will convey approval and an assigned program number.

Only one amount of CEUs may be offered for program attendance. Programs repeated on different dates to different participants require a separate prospectus and participant evaluation summary report form.

The prospectus represents a brief summary of the topic(s) to be addressed by the program. This topic should reflect one of the findings of a needs assessment and should be carefully designed and sequenced to promote skills and knowledge necessary to meet the program goals or outcomes. Speakers should be selected on the basis of their expertise in the specific, identified topic or component area.

The agenda, required in Part III, should identify each program component and include specific time frames for each component to substantiate the amount of CEUs offered for program attendance. All components within the program should have a direct relationship to the anticipated learning outcomes and be reflected in the program evaluation. The number of contact hours should represent engaged training time within the provider-directed program. Registration, breaks, and meal functions do not constitute engaged training time. **The minimum contact hours per program for which CEUs may be offered is four (4) for .4 CEUs (four-tenths of one continuing education unit).**

In the event that a program is canceled or no CEU's are awarded, indicate "CANCELED" or "NO CEUs AWARDED" on the prospectus form and submit to the Ohio Department of Education, Division of Inservice Education.

The following checklist itemizes the elements which **must** be contained in the promotional material and agenda. It is designed to serve program planners and to assure inclusion of the necessary elements.

Promotional Material Content Checklist

☐ Name and address of provider
☐ Statement: "An Ohio Department of Education Approved CEU Provider"
☐ Name and contact information of the program contact person
☐ Title of program
☐ Date(s) of program
☐ Content of program
☐ Intended learning outcomes
☐ Recommended audience
☐ Program agenda including date(s) and specific time frames
☐ Cost to participants, if applicable
☐ Number of CEUs earned by completing the program
☐ Requirement(s) for satisfactory completion of the program
☐ Name(s) of presenter(s)
☐ Qualification(s) of the presenter(s)

Agenda Content Checklist

☐ Name and address of provider
☐ Statement: "An Ohio Department of Education Approved CEU Provider"
☐ Title of program
☐ Date(s) of program
☐ Content of program
☐ Intended learning outcomes
☐ Agenda of the program with specific beginning and ending time frames for each component
☐ Number of CEUs earned by completing the program
☐ Requirement(s) for satisfactory completion of the program
☐ Name(s) of presenter(s)

REPORTING REQUIREMENTS

Two processes, **Address Sheets** and **Electronic Transfer**, are available to providers to report attendance and identify participants of an approved program. Providers may use computerized Address Sheets in which program participants complete at the conclusion of a program by "bubbling in" their full name, address, and social security number. One computer-generated Scan Sheet identifying the name of provider, provider identification number, program number, and program title will be sent with the number of address sheets requested to the provider upon approval of a prospectus (Appendix A).

Providers opting to use **Electronic Transfer** must use the procedures outlined in Appendix B. The process for reporting program participants must be identified on the Prospectus.

Information supplied by the provider via Address Sheets or Electronic Transfer will be placed in the individual's CEU file. Accurate reporting by the provider of participant's involvement in an approved program is the minimum expectation.

A copy of the **Participant Evaluation Summary Report** (page 11) form must be sent by the provider with the Address Sheets or Electronic Transfer. The evaluation items should be the major learning outcomes identified on the prospectus.

The Address Sheets with accompanying Scan Sheet or Electronic Transfer and the Participant Evaluation Summary Report form are due on a program by program basis within **30 days** following program completion.

FEE SYSTEM

Address Sheets will be mailed to providers as requested on the Prospectus. The fee per Address Sheet is $.07. The processing fee for Address Sheets or Electronic Transfer is $1.00 per individual record processed or a minimum fee of $25.00 (whichever is greater). Programs with less than 25 participants will automatically incur the $25.00 processing charge. Programs in which 26 or more participants are in attendance will be charged on a per participant basis.

The provider will be billed for charges which accrue from a given program(s) approximately 30 days after the program report is submitted to the Division of Inservice Education. This charge will include the number of Address Sheets requested at the rate of $.07 and $1.00 per Address Sheet or Electronic Transfer processed or the $25.00 minimum.

MANAGEMENT OF RECORDS

The Ohio Department of Education will assume responsibility for record keeping. Each provider will receive a monthly report indicating the program(s) reported during a monthly billing period with a listing of program participants. Providers will also receive a yearly report on or about August 1, detailing all programs offered during the previous fiscal year. Records received from the Ohio Department of Education must be maintained for a period of ten years.

CERTIFICATE

Upon completion of program reporting requirements by the provider, each program participant will receive a Certificate of Ohio Department of Education Approved Continuing Education Units. The certificate will be mailed directly from the Ohio Department of Education to each participant at the address indicated on the Address Sheet or Electronic Transfer file. The certificate will include the title of the program, the date of the program, program number, the name of provider, and the number of CEUs awarded (Appendix C).

ON-SITE EVALUATION

The Ohio Department of Education has a commitment to the provision of quality CEU programs which result in improved teaching and learning through staff development. On-site evaluations of CEU programs provide a means of assessing individual programs as well as for evaluating the functioning of the provider's educational agency as a whole.

NOTE: Annual renewal of provider status is contingent upon compliance with the provisions set forth in these guidelines.

SUMMARY OF PROCESS FOR PROVIDERS OF OHIO DEPARTMENT OF EDUCATION CONTINUING EDUCATION UNITS

Step One:
- Provider submits application to the Ohio Department of Education, Division of Inservice Education, for approval.

Step Two:
- Provider prepares and submits Prospectus, including promotional material and agenda, a minimum of two weeks prior to implementation of program.

Step Three:
- Provider offers program.
- Provider records participant's attendance.
- Participants are provided with means to evaluate the program.
- Provider evaluates program.

Step Four:
- Provider submits participant information via Electronic Transfer or Address Sheets within 30 days following the completion of the program.
- Provider prepares and submits Participant Evaluation Summary Report.

Step Five:
- Participants are mailed certificate.
- Provider receives participant report.
- Provider receives invoice for CEU programs offered.

APPLICATION

FOR PROVIDERS OF OHIO DEPARTMENT OF EDUCATION APPROVED CONTINUING EDUCATION UNITS

FORM MUST BE TYPED
Duplicate additional copies for future use!

Ohio Department of Education
Division of Teacher Education &
Certification - CEU
65 S. Front St., Room 1012
Columbus, OH 43266-0308

Agencies making application for the first time must complete Parts I through III. Agencies which have been approved by the Ohio Department of Education in the past need to complete Parts I and II only.

PART I. IDENTIFYING INFORMATION

A. ______________________ / ______________ / ______________
Applicant Agency / County / Federal Tax ID No

B. ______________________ / ______________ / ______________ / ______________
Mailing Address / City / State / Zip

C. ______________________ / ______________ / (   ) ______________
Contact Person / Position / Telephone

D. ______________________
For which fiscal year is this application intended?

PART II. COMPLIANCE ASSURANCE

Upon approval of this application, I assure the Ohio Department of Education, Division of Inservice Education, that the agency of which I am executive officer will comply with the provisions of Administrative Code Section 3301-22-01.

______________________ ______________
Chief Executive Officer, Applicant Agency   Date

OHIO DEPARTMENT OF EDUCATION USE ONLY

____
Approved, CEU Administrator, Ohio Department of Education, Division of Inservice Education

Approval Period ______________________ to June 30, ______________

Ohio Department of Education Approved Continuing Education Unit Provider ID Number ______________

—over—

PART III. ELIGIBILITY JUSTIFICATION

A. Describe how the training of educational personnel relates to the applicant agency's mission or purpose.

B. Number of years agency has been providing staff development. ______

C. Identify the group(s) which will be trained and are eligible for certificate or license renewal through the Ohio Department of Education.

D. Document previous experience as a provider of inservice education. List not more than three training events including titles, dates, and number of participants. Please include three references.

1. Previous Experience

2. References (Name, Agency, Address, Phone)

PROSPECTUS

OF A PROGRAM PLANNED FOR OHIO DEPARTMENT OF EDUCATION APPROVED CONTINUING EDUCATION UNITS

FORM MUST BE TYPED
Duplicate additional copies for future use!

Ohio Department of Education
Division of Teacher Education and Certification
65 South Front Street, Room 1012
Columbus, OH 43266-0308

PART I. IDENTIFYING INFORMATION (Prospectus must be filled out completely)

A. Provider Identification No.

B. Provider Agency Name

C. Mailing Address / City / State / Zip

D. Contact Person / Position / Telephone ( )

PART II. PROGRAM INFORMATION

A. Program Title

B. No. of Contact Hrs. / No. of CEUs / Program Site

Date(s)

C. Please check (✓) the process which will be used to report the names, addresses, and social security numbers of persons who meet the attendance requirements for this program.

_____ Electronic Transfer _____ Address Sheets: _____ No. Needed

D. List topic(s) or theme(s) to be addressed:

E. List major intended learning outcomes:

F. Identify instructional techniques or strategies that will be used to obtain the intended learning outcomes:

—over—

G. Identify the assessment techniques or strategies that will be used to determine the achievement of the intended learning outcomes:

H. Program Description (Check one)

1. ___ Adult Development
2. ___ Assessment
3. ___ Business Management
4. ___ Career Education
5. ___ Classroom Management
6. ___ Communication Skills
7. ___ Computers.
8. ___ Cooperative Learning
9. ___ Counseling
10. ___ Curriculum
11. ___ Economics
12. ___ Effective Schools
13. ___ Effective Teaching
14. ___ Equity Issues
15. ___ Food Service
16. ___ Gifted Education
17. ___ Health Services
18. ___ Home Economics
19. ___ Industrial Technology
20. ___ Interpersonal Relations
21. ___ Intervention
22. ___ Kindergarten
23. ___ Labor Relations
24. ___ Learning Styles
25. ___ Legal Issues
26. ___ Library/Media
27. ___ Management Skills
28. ___ Mathematics
29. ___ Mentor Training
30. ___ Motivation
31. ___ Non-English Speaking Students
32. ___ Office Administration
33. ___ Oral and Written Communication
34. ___ Peer Coaching
35. ___ Personnel
36. ___ Problem Solving
37. ___ Public Relations
38. ___ Real Estate
39. ___ School Finance
40. ___ School Law
41. ___ School Reform
42. ___ Science
43. ___ Social Studies
44. ___ Special Education
45. ___ Supervision of Instruction
46. ___ Teaching of Reading
47. ___ Thinking Skills
48. ___ Trade and Industrial Ed.
49. ___ Transportation
50. ___ Vocational Education
51. ___ Other ___

I. List major program presenters' names and qualifications. Staple continuation page, if necessary.

1. ___
2. ___
3. ___
4. ___
5. ___

PART III. PLEASE STAPLE COPY OF PROMOTIONAL MATERIAL AND TENTATIVE AGENDA FOR THIS PROGRAM TO THIS FORM.

NOTE: Only prospectus that fully meets the requirements stated in the guidelines will be considered for CEU credit.

PARTICIPANT EVALUATION SUMMARY REPORT

FOR PROVIDERS OF OHIO DEPARTMENT OF EDUCATION APPROVED CONTINUING EDUCATION UNITS

Ohio Department of Education
Division of Teacher Education and Certification
65 South Front Street, Room 1012
Columbus, OH 43266-0308

PART I. IDENTIFYING INFORMATION

A. ______ / ______
Provider Agency Name / Provider Identification No. & Program No.

B. ______ / ______ / ______ / ______
Mailing Address / City / State / Zip

C. ______ / ______ / (   ) ______
Contact Person / Position / Telephone

PART II. PROGRAM INFORMATION

A. ______
Program Title

B. ______ / ______ / ______ / ______
No. of Contact Hrs. / Date(s) / No. of CEUs / Program Site

PART III. DESCRIBE BELOW OR STAPLE A SUMMARY OF PARTICIPANTS' EVALUATIONS OF THE PROGRAM TO THIS FORM.

(Enclose completed Address Sheets with accompanying Scan Sheet if applicable.)

APPENDIX A SAMPLE

DEPARTMENT OF EDUCATION

COLUMBUS

LAST NAME

FIRST NAME

MI

ADDRESS - NUMBER AND STREET

CITY

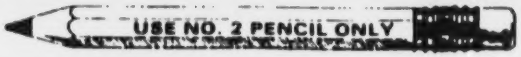
ST

PROGRAM NUMBER

SOCIAL SECURITY

PLEASE
DO NOT
STAPLE
OR
FOLD
THIS
FORM

ZIP CODE



DIVISION OF INSERVICE EDUCATION

IE – 02D

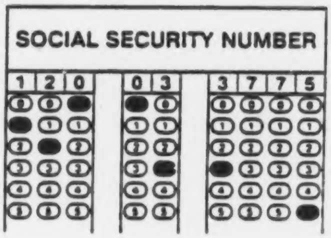
MARKING INSTRUCTIONS

1.
USE NO. 2 PENCIL ONLY

2. First, write the numbers in the rectangles above the numbered bubbles.

3. Second, darken the corresponding bubbles below each number, as shown on the right.

4. Third, clearly erase any response that is changed. Completely darken the bubble for each number you mark.


SOCIAL SECURITY NUMBER
1 2 0
0 3
3 7 7 5

APPENDIX B

CONTINUING EDUCATION UNITS

PROCEDURES
FOR
ELECTRONIC TRANSFER

A. File Layout

POSITION	DESCRIPTION	SIZE	PICTURE
01-11	PROVIDER NUMBER	11	x (11
12-14	*DEPARTMENT CODE	3	9 (3
15-17	PROGRAM NUMBER	3	9 (3
18-26	SOCIAL SECURITY NUMBER—APPLICANT	9	9 (9
27-42	LAST NAME—APPLICANT	16	x (16
43-54	FIRST NAME—APPLICANT	12	x (12
55	MIDDLE INITIAL—APPLICANT	1	x (1
56-85	STREET ADDRESS (1)	30	x (30)
86-115	STREET ADDRESS (2)	30	x (30)
116-131	CITY	16	x (16)
132-133	STATE	2	x (2)
134-142	ZIP CODE	9	9 (9)
143-175	FILLER	31	x (31)

***DEPARTMENT CODE:**

Certain Ohio Department of Education Approved Provider Agencies have been assigned a three digit Department Code. (The provider numbers of these agencies consist of a total of 14 digits and appear on the approved application. The last three digits represent the Department Code.) All other providers must enter 000 in positions 12-14.

B. Tape/Diskette Requirements

1. General
   - A. Include a dump of the first five records.
   - B. Include two copies of the file for each CEU program.
   - C. Include a log file of tape creation procedures.
   - D. Attach to the outside of each tape/diskette, a label which contains the agency name, current provider and program number, all tape/diskette specifications, and DOS version number if a diskette is used.
2. Magnetic Tape

VAX systems	*All other systems*
A. BACKUP Format	A. EBCDIC
B. 9-track	B. 9-track
C. Density 1600 or 6250 BPI	C. Density 1600 or 6250 BPI
D. Labeled (Indicate name)	D. Unlabeled
	E. 1 or 10 records per block (please specify)

3. Diskette
   - A. Use DOS Version 3.3 or lower
   - B. Disk must be 5¼, double-density and IBM Compatible
   - C. Disks may be single—or double-sided

C. OECN Microwave Network

Use the standard procedure for file transfer. Contact Class "A" Site system Manager for details.

—over—

APPENDIX B

(continued)

MAGNETIC TAPES, DISKETTES, AND QUESTIONS MUST BE DIRECTED TO

Ohio Department of Education
Division of Computer Services
Program Management Section
180 E. Engler Street
Columbus, OH 43266-0552
614/466-7001

PARTICIPANT EVALUATION SUMMARY REPORT MUST BE SENT TO

CEU Program
Ohio Department of Education
Division of Inservice Education
65 South Front Street—Rm. 611
Columbus, OH 43266-0308
614/466-2979

APPENDIX C

Certificate of Continuing Education Units

THIS IS TO CERTIFY THAT

Has participated in an approved program entitled

Provided By:

on and has earned Ohio Department of Education approved Continuing Education Units.

Participant's Social Security No.

Date

Authorizing Officer

9019935

Identification No.

Evaluation

Staff development leaders need to recognize that evaluation is the most neglected aspect of staff development even though it should be an integral part of the program. Methods available to the staff development leader should be part of an on-going, systematic process. Multiple evaluation measures provide the means for assessing improvement of the participants. The staff development leader must decide on the investment of time and resources devoted to evaluation in terms of the anticipated results and benefits.

Rationale and Purpose for Evaluation

Evaluation is a broad concept. However, it is a value- judgmental one. It can be a process of examination and judgment relative to standards of value in order to make decisions. It can also identify discrepancies between where one is now and where one would like to be. In any event, evaluation should be responsive to the needs and goals of a program and its participants. It should encompass diverse activities and be designed to fit specific users and situations.

There are two important reasons to evaluate staff development programs: accountability and improvement for future planning. Evaluation for accountability documents to an external audience the program was justifiable, that the human and financial resources expended on the program were worthwhile. Since staff development programs are conducted in order to bring about change or improvement in the staff, assessing the outcomes of the program's activities will reveal data that support justification and accountability. Data collected during, immediately after and through extended follow-up can document the desired change and answer the question, Did the program accomplish its intended goals and objectives?

Improvement and change, the basic tenants behind evaluation, is a second reason for evaluating staff development programs. Improvement and change are not only considered for future programs, but also for an on-going program. It is necessary to distinguish between formative and summative evaluation, as data collection will vary for each type.

"There are two important reasons to evaluate staff development programs: accountability and improvement for future planning."

Formative evaluation assesses effectiveness while the program is underway, allowing for the reinforcement of positive results, correction of problems and emerging needs to be addressed. Summative evaluation, occurring at the conclusion of the program, supplies evidence of overall program effectiveness and allows for judgements and comparisons to be made for use in future planning.

Planning an Evaluation

There is no one best way to do evaluation. Since evaluation is user and situation specific, it is important to know in advance the areas that will need to be addressed. To ensure effective use of data collected during an evaluation, the evaluator must identify aspects and areas that will guide the plan.

An evaluator should identify:

- the purpose of the evaluation
- the audiences to be served
- critical issues to be addressed
- evidence to be gathered
- techniques to be used in gathering and analyzing the evidence
- possible reporting techniques(Grotelueschen, 1976)

Using these criteria as guidelines during planning will help assure a more comprehensive evaluation process.

Regardless of the form of the continuing professional education effort (staff development), the administrator faces the problem of ascertaining how well that effort is accomplishing its goal and whether activities that are engaged in are worthwhile. Some general questions can be raised, questions with relevance regardless of the specific kind of continuing professional education activity being evaluated (Grotelueschen, 1976).

Have staff development needs been adequately assessed?
Have reasonable priorities been established among those needs?
Has a program been planned which logically meets the identified needs?
Given these needs and these characteristics of the participants (teachers, support personnel or administrators), does it logically follow that this plan would deal effectively with these needs?
How were the continuing professional education activities actually conducted and what have been their effects?
What actually happened when the plan was put into operation?
Did the activities in fact deal with the needs that had been identified?
How did people respond?
Did participants learn what they were supposed to learn?
What departures from the plan occurred?

Evaluation Models: Principles and Techniques

The implementation of an evaluation strategy for program improvement in adult basic education has been outlined by Willing (1989). According to Willing, once a commitment to an effective program evaluation has been made on the part of the institution's administrative and teaching staff, the following steps should be taken.

1. A steering committee should be established to review the evaluation document. The one include in Willing's article might be used as a starting point or the committee might use one developed by the Department of Education's project for the Peer Review Teams, or the committee might create their own tool.
2. A schedule for the process should be established.
3. All those who will be invited to provide input should be identified. It is highly recommended that all full and part-time staff, professional and classified, be invited to participate.
4. The instrument should be delivered to all participating, along with an accompanying cover letter which outlines the purpose, steps, and planned outcomes from the process. A deadline for return should be set out.
5. A process for follow-up to insure receipt of return should be implemented.
6. A person or persons should be selected to compile the data. They should be responsible for the creation of a summary report of the results.
7. The results should be shared with all those who responded.
8. A meeting of all those who participated in completion of the evaluation tool should be called to discuss the finding of the process. If this is impossible due to size or distance, a representative cross-section should be called together. A discussion of the trends that emerged should be conducted.
9. Finally, the group should identify those issues which have emerged as most in need of attention for program improve ment (Willing, 1989, p.5).

Designing Staff Development Evaluation

Evaluating staff development programs generally attend to three areas of concern: (1) assessing participant expectation and their match with the programs' intent; (2) evaluating the procedures of the program; and (3) assessing the outcomes of the program (Grotelueschen, 1976). A program evaluation can focus on any or all of these three areas.

1

Evaluating Participant Expectation

Participants bring certain expectations to the staff development program. They have predetermined goals to achieve and particular ideas on what they hope to learn as a result of their participation in the activities. At the same time, the program developers also have certain expectations about the program and the intended results that it is expected to produce. The developers also hold certain assumptions about the participants. It is important that these separate expectations be congruent in order to ensure maximum benefit of the program. The most logical, and least disruptive, time to match participant expectation with program intent is during the staff development planning stage when needs are being assessed. This allows time for adequate changes to be made that will reflect participant expectations. An appendix in this section of the guide presents a sample open-ended questionnaire that may be altered to fit the specific need of a program.

Matching expectations with intent can also be done at the opening of a program. Doing it at this time assumes that the program director has the capability of changing the activities as they proceed. This is formative evaluation: assessing effectiveness while the program is underway. An appendix in this section of the guide presents a sample of a short opinionnaire asking participants to comment on their expectations of and reasons for attending the staff development program.

Contributing to summative evaluation data, it is necessary to ask participants to comment on their experience immediately after the completion of the program. Requesting this information at the end of the activities requires the participant to reflect on the realization of their goals. An appendix in this section of the guide presents a sample opinionnaire asking participants to assess the extent that the activity met their expectations.

In the attempt to meet the expectations of participants, the program developer not only maximizes the beneficial outcomes of the program, but develops a sense for participant ownership. Through the collaborative effort of requesting the participant's opinions, it is being made obvious that their judgements are valued and their input is expected. This participatory evaluation enables the participant to see the value of evaluation.

② Evaluating Methods and Techniques

A second area of concern often attended to in staff development evaluation is evaluating the methods and techniques used in the delivery of the program. As an on-going process to collect evaluation data, evaluating methods and techniques will produce valuable insight for accountability and future planning. Factors affecting evaluation of methods and techniques concern their relevancy to the program goals and objectives and the scope and sequence of the program (Grotelueschen, 1976).

Methods and techniques must be related to the goals of the staff development program. For example, if the goal of the program concerns alternative forms of learner assessment, then a delivery method and learning technique, such as a workshop and demonstration, would be appropriate. They must match in order to achieve maximum benefit of the program.

Some appropriate group methods for staff development programs are: discussion, lecture, short course, workshop, conference, seminar, study group and problem solving sessions. Some appropriate techniques may include brainstorming, role playing, skit, demonstration and simulation. An appendix which matches appropriate methods, techniques and devices with various learning goals is included in the section on implementation of this guide.

Scope and sequence is another important factor affecting evaluation. The scope of the program's activities must include enough content to be considered worth the resources expended, but not too much so that the participants end the program feeling overloaded with information. A maximum amount of content can be introduced if it is presented in a logical sequence. There is a hierarchical sequence of prerequisites that must be followed. If not, the participant may not achieve the intended program outcomes. An appendix in this section of the guide presents a sample of a questionnaire requesting participants' feedback on the relevancy of the methods, techniques, scope and sequence.

③ Evaluating Outcomes

Since the main objective of staff development is to produce change and improvement in the instructional activities of teachers of adults, evaluating program outcomes is a very integral part of knowing whether the program was effective. Evaluating output places the emphasis on results and focusses on the impact of staff development and its effect of the participant (Lauffer, 1979).

Evaluating outcomes, to be most effective, should be done immediately at the conclusion of the program and through long-term follow-up, allowing for the intended changes to be implemented in the instructional activities for the adult learner.

The intended outcomes of the staff development program are changes and improvements in the participant's attitude, knowledge base and skills (Lauffer, 1979); Grotelueschen, 1976). Attitudes are usually stable and do not change easily. Because of this, follow-up several months after the program is necessary in order to give the participant time to implement changes. To document change in attitudes, it is best to make the participant aware of change in attitudes, it is best to make the participant aware of their pre- and post-program attitudes through the use of a scaled opinionnaire. An appendix in this section of the guide presents a sample of an instrument that can be used to measure such change.

Change in the knowledge base of program participants is another intended outcome of staff development. In order to accomplish this, the different ways of knowing must be considered (Grotelueschen, 1976). Knowing can mean being aware, being able to explain or being able to compare. Change in these ways of knowing can be documented in a variety of ways. Increased awareness can be indicated by identifying and comparing pre-program knowledge with post-program knowledge on the topic and attributing the change to the activity.

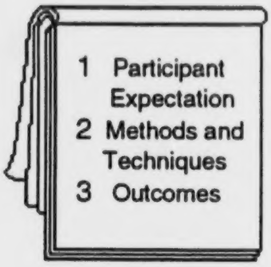
Being able to explain or teach about the topic can indicate acquired knowledge. This can be documented by observing the participant incorporate the acquisition in a demonstration or teaching situation. An alternative to observation, written explanations of the participant's understanding of the topic of concept can also indicate a change in knowledge base.

Comparison is a third way of demonstrating a change in knowledge. Documentation of this outcome may include written explanation by or observation of the participant describing the topic concept by contrasting it with prior knowledge.

Identifying and documenting changes and improvements in a participant's knowledge base can be difficult, requiring more than a quick questionnaire or opinionnaire. To document an increase in this area, an evaluator will need to employ methods that may require a large commitment of time.

Looking for evidence of a change in skills of participants requires two perspectives. Participants can know about a skill but not know how to demonstrate that they know it. Acquisition of new skills takes time. Implementation can be documented by observation and demonstration.

A staff development evaluation should include the following three areas



1. Participant Expectation
2. Methods and Techniques
3. Outcomes

Since the intended purpose and whole reason for staff development is to implement changes and improvements in attitudes, knowledge base and skills into improved instruction for the adult learner, assessing the outcomes of these newly acquired changes is crucial to staff development evaluation. Investment of appropriate evaluation methods, even though time consuming, will yield data that is more information rich, valid and credible than other quicker methods.

Description of Evaluation Methods

Intended outcomes, and even unintended outcomes, must be monitored or measured. A method used to measure outcomes must be appropriate to the specific situation and topic of the staff development program. Following is a description of several types of evaluation methods that might be used to assess outcomes. These suggestions are not inclusive and many other combinations of possibilities do exist. It is important to use more than one type of method as this will increase the validity and credibility of data.

Formal Testing

A self-scoring type of pre- and post- testing on the topic of the staff development program can be administered to the participants. Comparing the differences, the changes in attitudes, knowledge base and skills can be attributed to the effects of the program.

Simulation

Helpful in determining changes in knowledge base or skills, simulations put participants in situations that require decision making using newly acquired knowledge and skills. This method infers the possession of the knowledge or skills by observing the responses of the decisions.

Demonstration

This involves performing a specific act to indicate change or improvement in attitudes, knowledge base or skills. Demonstration is especially appropriate to show the acquisition of new skills.

Observation

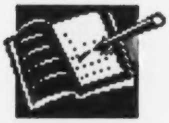
Observing the participant in the classroom of adult learners can be a valuable method of assessing outcomes. Employing a checklist of behavioral indicator with narrative comments is a comprehensive way to document changes in attitude, knowledge base and skills. Some changes require long periods of time to implement and therefore extensive observations may be necessary. Observations can be conducted not only by an evaluator, but also by administrative personnel and peers.

Participant Self-Assessment

This method can produce insight as to the extent the participant will implement the newly acquired attitudes, knowledge and skills. Self-assessment provides the participant the opportunity to describe their own sense of change and how the change has affected their own needs. Written evaluation, in the form of questionnaires, opinionnaires, logs, journals and subjective satisfaction scales, are appropriate techniques to document these changes.

Interview

Working with a predetermined set of questions, an evaluator can collect rich data through interviews. Interviewing participants provides an opportunity for the evaluator to assess individual judgements and responses. This method is time-consuming but can be kept reasonable by interviewing a random sample of the participants.



There are several types of evaluation methods to assess outcomes including the following:

- ☑ Formal Testing
- ☑ Simulation
- ☑ Demonstration
- ☑ Observation
- ☑ Participant Self-Assessment
- ☑ Interview

Content-Input-Process-Product Evaluation Model

The Context-Input-Process-Product (CIPP) evaluation model, developed by Stufflebeam, provides a means of focussing evaluation planning on the staff development program as a whole, not just the final outcomes. This model recognizes and addresses the program's origins, implementation and continuing operations as well as its achievements. Developed as part of the initial program design activities, the CIPP model helps to assure that the appropriate data is collected and diverse elements of the program are addressed.

Context

The concern is to identify and provide direction for the program. Have the goals of the program been defined? Do the program's operational objectives delineate how instruction is to occur? Is the program compatible with the needs of the participants?

Input

Input addresses the availability and appropriateness of resources in meeting the program's needs. Are adequate materials available for the program? Are they interesting, stimulating, easy-to-use and cost effective? Are the instructional techniques and materials appropriate for the intended outcomes?

Process

The concern is to ensure program development and implementation is congruent with the goals. Has instruction been developed based on goals? Do program activities reflect program goals? Are the planned resources actually being used? Is there a need for additional resources not originally planned for?

Product

Product examines program outcomes. Did the attitudes, knowledge base and skills of the participants change and improve? Were the methods and techniques appropriate to achieve the intended outcomes? Are the participants implementing the changes and improvements in the instructional activities of the classroom?

"The CIPP model helps to assure that the appropriate data is collected and diverse elements of the program addressed."

An appendix in this section of the guide presents a sample form that may be used to organize the areas that will need to be addressed in staff development program evaluation. It is only a suggested form, as are all that are offered in this section of the guide, and should be changed to meet the specific situation and use of the program.

A Sample Evaluation Tool

One sample instrument offered by Willing (1989) includes the the following elements and standards.

Staff Development

Element 5.1	There is a plan for program and staff development.
Standard 5.1.1	The finding of program evaluations are used to identify program development needs.
Standard 5.1.2	A formal needs assessment is periodically conducted among staff and faculty to ascertain training needs and priorities.
Standard 5.1.3	Student recommendations are considered when designing training programs.
Element 5.2	Staff development activities are planned throughout the year to meet diversified needs of faculty.
Standard 5.2.1	Provisions are made for conducting an orientation and/or preservice training for newly appointed staff.
Standard 5.2.2	Trends and development in adult education programs are regularly disseminated and discussed with staff.
Standard 5.2.3	Outside resource personnel are utilized as needed.
Standard 5.2.4	Local staff are provided opportunities to share their expertise, research finding, and materials at designated meetings.

Standard 5.2.6	Staff development activities are evaluated to determine effectiveness. (Willing, 1989, p.8)
Standard 5.2.5	The institution budgets funds for staff development activities.

Participant Expectations and Needs

In an effort to design programs that meet the expectations and needs of the staff, please respond to the following:

1. What topics would be beneficial to you?

___

___

2. What benefits would you expect from a program on the above topics?

___

___

3. How would participation in a program affect your responsibilities as an instructor of adult learners?

___

___

4. On what days and at what times would participation in a program be most convenient?

___

___

Opinionnaire on Reasons and Expectations for Participation

Listed below are some reasons for this staff development program. Please indicate whether you agree (A), are uncertain (U), or disagree (D) with each one.

1. A U D (topic of program) is one of the most important problems facing adult basic education.

2. A U D ABE teachers/administrators need training in (topic of program).

3. A U D The ABE program would benefit greatly if teachers/administrators knew more about (topic of program).

4. A U D The ability to (topic of program) is very important to the ABE teacher or administrator.

5. A U D Understanding (topic of program) might result in greater acceptance and use of it.

Opinionnaire on Participant Achievement of Personal Goals and Expectations

As an ongoing process to evaluate the effectiveness of the staff development program, your feedback is desired.

1. Identify your personal goals and objectives for participating in the program's activities.

   ____

   ____

2. In what way(s) did the program contribute to the achievement of your goals and objectives?

   ____

   ____

3. In what way(s) did the activities inhibit achievement of your goals and objectives?

   ____

   ____

4. How did your expectations and goals change as a result of participation?

   ____

   ____

5. How did the program's objectives match with your personal goals and objectives?

   ____

   ____

6. To what degree do you feel your personal goals and objectives for participating were met?

   not at all   hardly   somewhat   mostly   very much

Questionnaire on Relevancy of Procedures

Indicate to what degree you feel the methods, techniques, scope and sequence were relevant to the program's activities.

1. The materials provided were an important resource.

   not at all hardly somewhat quite very

2. Indicate the quality of instruction.

   poor low average high excellent

3. The methods were appropriate for the activity.

   not at all hardly somewhat quite very

4. The topic was covered thoroughly.

   not at all hardly somewhat quite very

5. The instruction was paced appropriately.

   poor low average high excellent

6. The activity was properly sequenced.

   not at all hardly somewhat quite very

7. The presentation of the topic was stimulating.

   not at all hardly somewhat quite very

8. The methods of presentation were appropriate.

   poor low average high excellent

9. The presentation was well organized.

   not at all hardly somewhat quite very

10. The information presented was new and informative.

    not at all hardly somewhat quite very

Opinionnaire on Attitudes toward Staff Development

The following scale has been designed to help you realize and determine your change in attitude toward the program activities and benefits. Circle the one most appropriate.

SA - strongly agree A - agree N - neutral or undecided
D - disagree SD - strongly disagree

1. My attitude toward (topic of the program) is more favorable than it was. SA A N D SD
2. I do not need to learn more about my area of expertise. SA A N D SD
3. Participation helped me to add to my repertoire of activities. SA A N D SD
4. I do not need to learn more in order to do an effective job. SA A N D SD
5. I enjoy learning more so that I can be a more effective teacher. SA A N D SD
6. I see little benefit from participating in staff development programs. SA A N D SD
7. I look forward to implementing what I have learned by participating. SA A N D SD
8. Increased participation in the program's activities would have enhanced my learning. SA A N D SD
9. Due to the well-planned program, learning was maximized and beneficial. SA A N D SD

Assessing Participant Outcomes

In order to assess how participation impacted your responsibilities as an instructor of adult learners, please respond to the following:

1. In what ways did the program contribute to your existing knowledge or skills?

   ____

   ____

2. In what ways did the program give you new insights on how to improve your instructional responsibilities?

   ____

   ____

3. Please describe in what ways you plan to implement in your instructional activities what you have learned from participating in the staff development program.

   ____

   ____

   ____

   ____

4. How has participation in the program made you feel more competent as a teacher of adult learners?

   ____

   ____

Extended Assessment of Program Impact

In the attempt to assess the impact of the recent staff development program on your instructional activities, please respond to the following questions:

1. In what ways have you been able to implement what you gained from participating in the program?

2. Indicate any outcomes that you can associate with this implementation.

3. Indicate any factors that have prevented implementation of what you learned.

4. Have you been able to share what you have learned with any of your colleagues? In what ways?

5. Overall, how has participation in the program improved your teaching activities?

CIPP Evaluation Plan

	Concerns to Address	Data Collection Method/Form
CONTEXT		
goals		
needs		
instruction		
INPUT		
resources		
instruction		
PROCESS		
activities		
resources		
PRODUCT		
outcomes		
follow-up		

The ERIC System

The Educational Resources Information Center (ERIC) is a national information system funded and operated by the National Institute of Education. The system consists of sixteen clearinghouses nationwide, and its goal is to identify, select, process and disseminate information in education. The ERIC Clearinghouse on Adult, Career and Vocational Education (ERIC/ACVE) provides comprehensive information through computer searches of the ERIC data base. ERIC/AVE is located at the Center on Education and Training for Employment, The Ohio State University.

Information of interest to ABE Staff Development Directors can be obtained from ERIC/AVE.

For further information, contact:

User Services Coordinator
ERIC Clearinghouse on Adult, Career, and Vocational Education
The Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090
614/292-4353
800/848-4815
FAX: 614-292-1260

References and Further Readings on Staff Development

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Literacy Volunteer Contact Information

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315/422-9121

Literacy Volunteers of America, Inc.
5795 Widewaters Parkway
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State Contacts:

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614/486-7757

Literacy Volunteers of America, Inc.
c/o Dr. Kevin Freer
Ohio State University
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Columbus, Ohio 43210-1177
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Attached is a list of persons who have been trained in the past two years to provide training for adult basic education instructors. In response to the number of requests for consultants in these subject areas, the Adult and Community Education Section funded training for these persons. You are encouraged to take advantage of their expertise. Their time is available to you at the regular approved rates for consultants, $25 per hour.

A list of new special projects, some of which will result in training, is also attached so that you will know what kinds of training will be available to you in the coming year. Some will provide training for trainers; some will train directors or teachers directly. Information will be forthcoming from the grant recipients.

If you have questions, please call Connie Ackerman at 614-466-5015.

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Adele Christel
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Mary Ann Kerwood
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Linda Lucas
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Helen Meyer
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Ottawa, Ohio 45875

Johanna Mike
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Mantua, Ohio 44255

Jane Peeples
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Caroline Roos
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Carol Rorick
2953 Sawyer Drive
Grove City, Ohio 43123

Sue Shontz
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Thelma Slater
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Peggy Webb
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Catherine Wolters
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Jenifer Woolf
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Family Literacy Teacher-Trainers
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ESL TEACHER-TRAINERS

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ADULT BASIC EDUCATION SPECIAL PROJECTS
1991-92 Program Year

Project Title: Adult Basic Education New Teacher Training
Purpose: To provide training for new adult basic education teachers and instructional aides which will prepare them to recruit students, provide instruction in a manner that promotes retention, and offer appropriate counseling.
Grantee(s): Cleveland Heights-University Heights City Schools

Project Title: Adapting Adult Basic Education to the Needs of the Workplace
Purpose: To provide training to assist ABE program planners to develop and implement workplace literacy programs.
Grantee(s): University of Cincinnati
The Center on Education and Training for Employment at OSU

Project Title: Strategies for Serving Hearing and/or Visually Impaired Adult in Adult Basic Education
Purpose: To develop and implement an instructional program for the hearing impaired and/or the visually impaired and to produce a guide based on that experience.
Grantee(s): Columbus Speech & Hearing Center

Project Title: Development of Reading Materials for Adult New Readers
Purpose: To develop a collection of stories for beginning readers based on students' writings and/or oral transcriptions.
Grantee(s): MonDay Community Correctional Institution
Athens County Board of Education

Project Title: Development of an Adult Basic Education Statewide Program Evaluation System
Purpose: To develop and pilot a system to evaluate the statewide impact and effectiveness of Adult Education Act funded ABE programs.
Grantee(s): The Ohio State University

Project Title: Strategies for Recruiting and Retaining Young Urban Minorities
Purpose: To plan, implement, and evaluate strategies for recruiting and retaining young urban minorities eligible for adult basic education and to train administrators and instructional staff in Ohio's eight major cities in use of those strategies.
Grantee(s): Great Oaks Joint Vocational School District

Project Title: Training for ABE Staff Development Directors
Purpose: To acquaint ABE staff development directors with a theoretical model for staff development that includes opportunities for demonstration, practice, feedback, and coaching.
Grantee(s): The Ohio State University

Project Title: Cooperative Services Model Project
Purpose: To develop and implement a joint services plan linking adult basic education with public libraries, community action agencies, private industry councils, private literacy organizations, or another similar agency.
Grantee(s): Sinclair Community College/Project READ

Project Title: Counseling Strategies for Goal Attainment
Purpose: To train teachers, coordinators and recruiters in strategies that will increase student retention and goal attainment.
Grantee(s): Clermont County Office of Education